

**NOT ONLY AN ATHLETE:
A CURRICULUM FOR ATHLETES AT NCAA INSTITUTIONS**

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Abstract

Despite there being plenty of research regarding identity, athletic identity, and athlete transition, there is limited research on assisting athletes with blending their athletic identity with other roles in their life. Most retired athletes have difficulties letting go of their athletic identity, creating a new non-athletic identity and getting a job. Olympic committees, professional sport organizations, and collegiate athletics have created different transition programs for their athletes to aid them in transitioning to their life upon athletic retirement by helping them realize skills learned from sport are transferrable into the workforce and other areas of life. Researchers have found that athletes should not let go of their athletic identity; but rather learn to blend their athletic identity with their other identities. The following examines the extent to which student-athletes identify with their athletic identity, athletic retirement symptoms, and current athlete transition programs. The end product is a four year curriculum geared towards college level student-athletes.

Keywords: student-athlete, identity, career

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Not Only an Athlete

Not everyone strongly identifies with their culture or the role they may play in society, but athletes often have a strong sense of identification with their athletic role (Heird & Steinfeldt, 2013). Athletes are known for their psychological commitment to success and their internalized sense of identification with their athletic role. Sports can be an integral part of a person's identity across the life span (Lochary, 2014). The amount of time devoted to sports requires the athletic role to take over all other roles and identities (Beamon, 2012). Athletes often have difficulties letting go of their athletic role and embracing other roles they play in society, such as a student or a brother (Heird & Steinfeldt, 2013). Athletes see themselves as athletes to the exclusion of their other identities because the sport and the individual morph into one (Platt, 2014).

Approximately 1% of collegiate athletes become professional athletes and of that small percentage men have a higher chance of playing professionally than their female colleagues (Beamon, 2012). The average professional sports career only lasts around three and a half years, with professional male athletes receiving a higher salary than their female counterparts. Research indicates 78% of National Football League (NFL) players are bankrupt or have serious financial stress within two years of retirement, whereas 60% of National Basketball Association (NBA) players are bankrupt or have serious financial stress within five years of retirement (Russ, 2012). Most of these struggles come from lack of career experience outside of their sport, lack of financial and career education, and lack of identity exploration (Beamon, 2012).

Research has shown that there are many negative effects associated with collegiate athletic retirement, such as: depression, identity crisis, alcohol/substance abuse, decreased self-confidence, and eating disorders (Cosh, Crabb & LeCouteur, 2013; Heird & Steinfeldt, 2013). Most of these negative effects are associated with the change in identity an athlete must make

(Heird & Steinfeldt, 2013). These identity struggles can then cause difficulties when athletes try to create a non-athletic related career or personal identity after their collegiate career (Beamon, 2012).

Identity

Athletes make up a special population in the counseling world. Some people view athletes as “a group of young people, who, as a function of their shared athletic experience, encounter atypical demands and pressures that often challenge the course of their personal development and well-being” (Stankovich, Meeker, & Henderson, 2001, p. 81). Athletes compete at a variety of ages and levels, ranging from youth recreational to paid-professional. Some athletes are given the opportunity to compete while attending college. These particular athletes are most commonly referred to as student-athletes. According to the literature, a student-athlete is an individual who participates in a sport at a National Collegiate Athletic Association (NCAA) college or university (Beamon, 2012; Broadhead, 1992; Buckstaff, 2013; Davoren & Hwang, 2014; Heird & Steinfeldt, 2013; Huang, Jacobs, & Derevensky, 2010; Kaufman, 2014a; Wittmer, Bostic, Phillips, & Waters, 1981; Wooten, 1994). There are approximately 1,281 NCAA member institutions, which are made up of approximately 420,000 student-athletes competing in 44 women’s sports, 42 men’s sports and three unisex sports at levels of Division I, Division II, and Division III (NCAA college athlete statistics, 2015).

Feelings and thoughts about the self within different aspects of life are what build an individual’s self-concept (Higgins, 1987; Linville, 1985, 1987). Identity is composed of a how one views oneself (self-identity) and how one’s self is viewed by others (social identity) (Beamon, 2012). Athletic identity is the degree to which an athlete identifies with their athletic role as a cognitive structure and a social role (Beamon, 2012; Brewer, Van Raalte, & Linder,

1993; Heird & Steinfeldt, 2013; Horton & Mack, 2000; Proios, 2013). An athletic role correlates with personality traits such as: extroversion, masculinity, self-esteem, increased social relationships, confidence, enhanced body image, decreased anxiety and athletic commitment (Heird & Steinfeldt, 2013). Although there are positive benefits to identifying with the athletic identity, there are also downfalls to over identification. Some of these pitfalls include: overtraining, anxiety, and disordered eating and substance use/abuse (Heird & Steinfeldt, 2013).

Athletes possess many positive traits and qualities that are not as prevalent in non-athletes such as: strong communication skills; being achievement-oriented; resilience; ability to manage time well; strong leadership; and strategic planning (Beamon, 2012; Vozza, 2014). According to the Adecco Group (2013), an organization who has teamed up with the International Olympic Committee to bring elite athletes together with great companies, athletes make a great fit for any company because they have: the ability to demonstrate a winning attitude; stamina and passion; commitment to go the extra mile; the ability to work with a team; focus and energy to achieve success; the ability to plan, prioritize, and organize projects; and, discipline and perseverance to achieve goals. Athletes also have: the ability to inspire; have a strong mindset; the will to overcome adversity; team spirit; and a drive for success, which makes athletes successful in non-athletic careers (Adecco Group, 2013). These skills may make them more marketable and successful for certain careers (Brooks, 2015). Vincent McCaffrey, CEO of Game Theory Group, states, “Collegiate athletes make some of the best employees. Most 22-year-olds have no track record from an employment standpoint, but the experience a student-athlete has developed bodes well in the workplace” (Vozza, 2014, Why Your Next Employee Should Be A Former Student Athlete section, para. 2). After having interviewed many student-athletes, Menke (2013) found that many of them described traits transferable into the work force

that were acquired in athletics such as: focus; a drive to put forth their best effort at every task; and the ability to work in a team environment. Lochary (2014) states that many athletes acquire traits through their sport such as: creativity; the ability to change; perseverance; resilience and team-oriented thinking. In fact, six out of the past 11 United States presidents were collegiate athletes (Vozza, 2014). Although athletes have marketable skills that are great for many careers, they often have difficulty letting go of their athletic role and embracing their new career role (Heird & Steinfeldt, 2013).

Most people have self and social identities that include multiple roles and statuses (Beamon, 2012). For example, an individual may be a doctor, a father, a husband, a person of high socioeconomic status, an African-American and a former athlete. It is possible that this particular individual identifies with all of these roles and statuses, or only a few of them (Beamon, 2012). It is essential that athletes find a positive balance between their athletic identities and their personal lives since over identifying with the athletic role may have dire consequences (Heird & Steinfeldt, 2013). Over identifying with the athletic identity may potentially delay the development of an athlete's career identity along with other identities and roles an athlete plays (Beamon, 2012).

Athletic retirement may cause an athlete to have to try and recreate their identity (Platt, 2014). According to Platt (2014), Andre Agassi, an American retired professional tennis player, said "Sports can keep people from becoming who they really are" (p.119). Schlossberg (1981) defines transition as "an event or non-event, which results in a change in assumptions about oneself and the world and requires a corresponding change in one's behavior and relationships" (p. 5). Athlete transitions are meant to begin at the time children engage themselves in the sport, but instead, athletes do not truly begin to transition until they exit their sporting career

(Wylleman & Lavallee, 2004). The transition process needs to begin during their career to help limit the distressful challenges athletes face in their career development process (Wylleman & Lavallee, 2004). Transition programs that focus on showing athletes that their athletic skills are transferrable into the labor market have potential to help them blend their athletic identity into their other roles and identities (Adecco Group, 2013). Such programs may also help reduce the negative symptoms associated with collegiate athletic retirement and have potential to essentially help athletes become *who they really are* outside of their athletic role (Adecco Group, 2013).

The literature review will explore how strongly athletes identify with their athletic role, how retirement from sport affects them, and what current programs assist recently retired athletes in transition. The research questions is as follows: what do student-athletes need to know to help them blend their athletic identity with their other identities to assist them in transitioning past their athletic role? In responding to the question, the following concepts will be examined: theoretical orientation when working with student-athletes; identity development; over-identification with the athletic identity; athletic retirement; career identity and maturity; blending identities; and current athlete transition programs. The final product seeks to help reduce negative symptoms associated with athletic retirement by creating a curriculum that shows collegiate athletes their athletic skills are transferrable into other areas of life, essentially blending their athletic identity with other current or future identities.

Literature Review

The literature review will first describe the theoretical foundation for providing counseling with student athletes, both current and former. Then it will discuss the need for a curriculum that helps athletes realize that their athletic skills are transferable into other non-athletic areas of life. The need for the curriculum will begin with the concept of identity. There is

a plethora of research regarding identity development, over-identification with athletic identity, consequences of athletic retirement, and career identity and maturity. The gap in the literature will show that there is limited to no research concerning blending identities. Current research on how athletes transition from sport to career will be explored. Finally, this information will be followed by a summary of current athlete transition programs. The current research and gaps in the literature build the foundation for the blending identities curriculum.

Theoretical Orientation

Building up a student-athletes' healthy personal identity is an essential component of sports psychology (Lochary, 2014). It is difficult to help a student-athlete find an identity that is not measured by statistics or recognized by trophies. The following will describe the theoretical orientation for counseling when working with current student athletes. Implications for counseling former student-athletes will also be explored, as they tend to have more symptoms of identity confusion (Heird & Steinfeldt, 2013). Interpersonal psychotherapy (IPT), motivational interviewing (MI), career counseling, the Schlossberg Model, and other approaches will be examined. The stigma athletes may experience regarding mental health in general will also be discussed.

Interpersonal psychotherapy. The most beneficial theory that addresses how a student-athlete's identity influences his or her roles or relationships is IPT (Heird & Steinfeldt, 2013). IPT is short term as it focuses primarily on the client's interpersonal problems and is present focused rather than past focused (Heird & Steinfeldt, 2013). IPT is based on the principle that there is a relationship between the way people communicate/interact with others and their mental health (Heird & Steinfeldt, 2013; Taylor & Wilson, 2005). According to Taylor and Wilson (2005) IPT works to prepare an individual for future success. The counselor focuses primarily on

the student-athlete's social functioning. The four areas of social functioning include: grief, role transitions, interpersonal disputes, and interpersonal deficits (Heird & Steinfeldt, 2013). IPT addresses the four areas of social functioning by evoking painful feelings, confrontation and clarification, communication analysis, and behavior change techniques (Taylor & Wilson, 2005). Improvements are made by helping a student-athlete gain insight into their problems, developing a new perspective of these problems, and changing the relationships that have triggered these problems (Taylor & Wilson, 2005). An understanding of the student-athletic culture/identity, acceptance of the stigma student-athletes have against mental health counseling, and knowledge of IPT can increase a counselor's effectiveness when working with student-athletes (Heird & Steinfeldt, 2013). IPT can help student-athletes overcome the grief they are feeling from their loss of athletic identity as well as assist with the role transition.

Motivational interviewing. MI is a popular, strength-based therapeutic technique that helps facilitate behavior change in a variety of mental health care settings (Madson, Loignon, & Lane, 2009). MI was originally developed for individuals with addictions, but has been used broadly by professional counselors, psychologists, and social workers as MI has been shown to produce significant changes in client health-related behaviors (Hettema, Steele, & Miller, 2005; Lundahl, Kunz, Brownell, Tollefson, & Burk, 2010; Soderlund, Madson, Rubak, & Nilsen, 2011; Wahab, 2005). MI builds on patient empowerment by recasting clients from a dependent role to a role in which they actively manage their change efforts, which is done by strengthening a client's motivation and commitment to change (Miller & Rollnick, 2013; Schumacher, Madson, & Nilsen, 2014). The student-athlete can also gain a sense of empowerment by knowing their athletic skills are transferrable and that they are blending their athletic identity with their new identity. Clients must act as the problem solver of their lives, which takes internal motivation

(Miller & Rollnick, 2013). Retirement is a time where student-athletes will need to change their mindset and their behavior, which is why MI may be an effective therapy for their transition (Marker, n.d.).

Career counseling. The goal of career counseling is “to help clients learn to take actions to achieve more satisfying career and personal lives – not to make a single career decision” (Krumboltz, Foley, & Cotter, 2013, p. 16). A study conducted by Adams, Coffee, and Lavallee (2015) regarding athlete readiness to career transition concluded that most athletes lack the support and resources that it takes to be prepared for a new career. Smallman and Sowa (1996) claim that student-athletes have consistently reported lower scores than non-athletes on educational and career plans, meaning student-athletes tend to have little to no plan for their educational or career plans while non-athletes had a much more defined plan. Blann (1985) found that Division I and II male student-athletes "did not formulate mature educational and career plans to as great an extent as did freshman and sophomore male non-athletes" (p. 117). Blann (1985) stated that athletic preoccupation may result in inadequate attention to educational and career plans. Career counseling generally requires one or two sessions, but research has shown that career maturity and identity formation occurs over a lifetime (Krumboltz et al., 2013). Implementing career counseling for student-athletes may help them live a more satisfying career and personal life and is a good way to show the student-athlete that what makes them a great athlete can also make them great at a career someday. It may also reduce career immaturity and other symptoms associated with the strong felt sense towards the athletic identity and retirement and may also allow for a student-athlete to feel comfortable blending their athletic identity with their new identity (Krumboltz et al., 2013).

Schlossberg Model. Menke (2013) believes academic advisors can help student-athletes who are undergoing transition by applying Schlossberg's Transition Framework (STF) to their work with student-athletes. The STF allows academic advisors to assist student-athletes in their preparation for the end of their athletic career before retirement actually occurs (Menke, 2013). Academic advisors assess student-athletes' commitment to their athletic identity and their current support systems, which is then followed with providing the student-athlete with strategies to use when faced with athletic retirement. The purpose of this concept is to have advisors prepare student-athletes for an easier transition out of sport and into a new role.

When working with student-athletes, the STF advocates assessing individual personal and demographic characteristics (Menke, 2013). It is essential that student-athletes understand the importance of the strength of their identity as an athlete and how it is easily blended into other identities with which they associate. The academic advisor serves as an advocate, encouraging the student-athlete to engage in non-athletic related activities, such as their academics and other student activities, which allows student-athletes to make connections with students in their classes as well as their instructors. Creating relationships with non-athletic related people allows student-athletes to understand their own strengths and weaknesses. It also allows student-athletes to establish their values, which are generally at the core of their athletic identity as well as their student identity. According to Menke (2013), encouraging student-athletes to maintain a support system built of family, friends, and non-athletic related individuals provides a strong foundation of support for when the sport is no longer the center of the student-athletes' lives.

Menke (2013) also claims encouraging identity exploration with student-athletes can help smooth the transition process. Lally and Kerr (2005) found that student-athletes develop a

student identity in addition to their athletic identity as they progress through college. Nurturing the student identity may help promote more positive transitions for student-athletes since they tend to demonstrate poor/immature career planning and developing (Lally & Kerr, 2005).

The STF promotes involving the student-athletes' support system into their transition (Menke, 2013). Integrating their support system includes giving his or her friends, family, coaches/teammates and non-athletic related individuals/connections information about the transition they are undergoing. Advisors must also encourage the student-athlete to embrace their student identity as well as encourage them to broaden their horizons and get to know people outside the athletic world. During the STF process, student-athletes should acquire appreciation of their transferrable athletic skills (Menke, 2013).

Mental health stigma. It is important for counselors to recognize that there is often a stigma when it comes to mental health for athletes and too often, athletes will not seek out help for their social/emotional concerns (Heird & Steinfeldt, 2013). Student-athletes are less likely to report having received psychological or mental health services, although they indicate they would be willing to seek help if needed (Davoren & Hwang, 2014). Asking for help in non-sport related areas is generally outside the comfort zone for most student-athletes (Lochary, 2014). Athletes fear how they will be portrayed in the media, how their teammates and coaches will view them and they fear the overall stigma associated with mental health in general (Heird & Steinfeldt, 2013). Hollier, a licensed professional counselor (LPC) and a nationally certified counselor who works as the director of transition and clinical services for the NFL, stated, "The challenge in working with athletes is getting them to understand that everybody has emotional struggles and there are counselors who can help you work through those challenges the same way a coach helps you learn plays" (Lochary, 2014, A Game Plan For Life section, para. 3).

Once a student-athlete does engage in counseling, they are generally driven and motivated to make positive changes (Lochary, 2014).

Need for a Curriculum

As mentioned previously, although there is plenty of research regarding identity, loss of identity, switching to new identities, and the different roles individuals plays in society (Beamon, 2012; Erikson, 1968; Marcia, 1966; Young & Bursik, 2000), there is little to no research regarding blending identities, especially among student-athletes. This is important because athletes often have to make a switch in identity upon athletic retirement (Beamon, 2012; Ryska, 2002). Research has shown that involvement in sport has a potentially significant impact on perceptions, attitudes, and behaviors of student-athletes, but there is limited empirical support and information regarding how sport involvement translates into other non-athletic areas of life (Ryska, 2002).

Petitpas and Champagne (1988) claim there is a need for a transition program that begins during the student's first year. The program should include course work or programming activities designed to get the individual involved in a "self-exploration experience" (p. 456), and should end during the fourth or possibly fifth year with opportunities for the students to become role models and mentors to the incoming first-year students. Career action plans should be developed and transferable skills identified. Petitpas and Champagne (1988) contend that this model leads to increased self-confidence that enhances both athletic and academic performance.

Identity development. Erikson (1968) constructed an identity framework to assist in understanding personality development, beginning at birth all the way through adulthood. The most relevant stage to student-athletes is Erikson's fifth stage of his lifespan development model, which is identity versus role confusion (Erikson, 1968). Most often, this stage occurs during the

transition between childhood and adulthood (Erikson, 1963), but it may also occur in individuals who are undergoing a career change, such as the one student-athletes go through in retirement from their sport. During the fifth stage, individuals usually begin developing their belief system, values, sense of self, and goals and begin to deal with life complexities (Erikson, 1963). Student-athletes in retirement are generally redefining their belief systems, values, sense of self, and goals (Heird & Steinfeldt, 2013). The struggle in this stage comes from trying to distinguish between self-actualization and others' expectations (Erikson, 1963). Not only are student-athletes coming to terms with the fact their athletic career is over, but also their support system, who has generally pushed the athletic role and only the athletic role (Heird & Steinfeldt, 2013).

Erikson believed identity is constantly changing as individuals go through the stages of development (Evans, Forney, Guide, Patton, & Renn, 2010). Commitment to an ideological worldview, sexual orientation, religious stance, political stance, and a socially recognized occupation are all factors that help form identity (Waterman, 1982). As an individual's identity grows stronger, their ability to resolve interpersonal and external conflicts is increased and more successful (Evans et al., 2010).

Erikson claimed identity formation is based on overcoming conflicts (Kim, 2012), which occurs when intellectual, emotional, physical, and societal factors confront identity issues (Young & Bursik, 2000). Marcia (1966) expanded Erikson's work and wanted to explain how conflicts are experienced and resolved. In order to achieve identity development, exploration and commitment are necessary, which often take place in a religious, political and vocational context (Marcia, 1966). According to Marcia (1966), there are four identity statuses: foreclosure, identity diffusion, moratorium, and identity achievement. Individuals who are in the foreclosure stage have a previous commitment to a particular set of attitudes, values, or plans, and are going

through an identity crisis as their identity begins to change, which is very similar to athletes who are retiring (Beamon, 2012; Young & Bursik, 2000). Identity diffused individuals are unwilling to partake in identity exploration as it is too much of a commitment (Young & Bursik, 2000). Individuals in moratorium have not yet made a commitment to an identity, but are in active search of one. Finally, identity-achieved individuals have passed through the first three stages, which have resulted in achievement of an identity through beliefs and life goals.

Identity stems partially from an individual's self-concept of how an individual views him/herself (Masten, Tusak, & Faganel, 2006). When considering self-concept, there are four major components: self-image, self-esteem, ideal-self, and self-efficacy (Masten et al., 2006). Self-image is how one perceives him or herself whereas self-esteem is defined as evaluative response or attitude toward the self (Wang, 2015). Ideal-self is considered to be a global representation of the attributes a person would like to see (Remue, Hughes, De Houwer, & De Raedt, 2014). Finally, self-efficacy is defined as the beliefs that one has about his or her capabilities to perform specified tasks (Hewitt, 2015). Masten et al. (2006) believe that self-image is strongly related to identity, and research conducted by Faganel (2003) and Kobal (2000) concurred that there is a high correlation between self-image and identity, thus it is presumable that the two stem from the same concepts. Often times, sport participation has potential to be the central source of self-worth and self-definition for student-athletes (Brewer et al., 1993). Athletes are generally known to have high self-image and a strong correlation to their identity development as an athlete and self-confidence is an essential quality athletes obtain (Masten et al., 2006).

An individual's professional identity is another type of identity a person can hold concurrently along with several other identities (Sutherland & Markauskaite, 2012). An example

of a professional identity may be a professional or student athlete. Like most other identities, a professional identity develops over time and is prone to change (Renninger, 2009). Individuals with a professional identity develop knowledge and skills related to a particular profession and tend to adopt the values, dispositions and habits of said profession (Irby, 2011). A strong professional identity usually means individuals are concerned with their sense of self with reference to their knowledge and skills, meaning they pride themselves with their knowledge in their professional context (Sutherland & Markauskaite, 2012). There is also a socio-emotional component involved as individuals try to meet the demands of their profession because confidence and capability is being developed (MacLeod, 2011). Interpersonal and intrapersonal components build the foundation for a professional identity (Sutherland & Markauskaite, 2012). The intrapersonal component is the individual's perception of her/himself in regards to their profession. The interpersonal component is the extent to which knowledge, skills, norms, values and culture of the profession are internalized.

According to Kaufman (2014a), college is a time when individuals try to find a balance between their personal identity and their social identity. Generally, social interactions during college help shape student identities and a form of self from a social standpoint. College is also a time in which students begin a role transition from student to professional. Kaufman (2014a) believes that a personal identity will not stick with an individual unless peers reflect that identity back to the individual. Often times, athletes are constantly having their athletic identity reflected back to them (Beamon, 2012). According to Yopyk and Prentice (2005), student-athletes struggle between their student identity and their athletic identity. Approximately 20-50% of students enter college as "undecided," which includes the student-athlete population (Gordon, 1995). Student-athletes most often end their sports career as they are ending their academic

career (Menke, 2013). As a college student, student-athletes are believed to be high in academic ability, because they are in college, and motivation, but the athletic identity stereotype assumes they lack in the academic realm and only thrive on the athletic field. There is often a strong misconception that college athletes are just athletes, and are not good students (Engstrom & Sedlacek, 1991). Beggs, Bantham, and Taylor (2008) found that students generally choose a major based off influence and assumption rather than exploring their personal goals and values, which also puts them at risk for lack of engagement in academics.

By the time student-athletes enter college, they have gone through many years of participation generally accompanied with success and failures and athletic-identity achievement (Menke, 2013). Danish, Petitpas, and Hale (1993) state that student-athletes often face intense time commitments and need to find a balance between their academic career and sports career. Often times, student-athletes are bombarded by the sport culture, which emphasizes athletics over academics (Adler & Adler, 1985; Benson, 2000). When an athlete chooses their athletic career over their academic career, they are putting themselves at risk for lack of engagement in academic pursuits as well as a delayed career development (Menke, 2013).

The research regarding identity is overall very strong. Identity is a very central concept in understanding the way humans behave and think. Sutherland and Markauskaite (2012) emphasize the importance of blending identities, but for the most part the concept of blending identities is untouched.

Over-identification with athletic identity. An athlete's identity may hold certain identity standards, which are sets of meanings a person holds for themselves in their given role (Burke, 1991). Anderson (2004) claims there are four factors of athletic identity: athletic appearance; importance of exercise/sports/physical activity; competence; and encouragement

from others. Heird and Steinfeldt (2013) claim that athletes have the potential to suffer consequences in nonathletic areas of life when they over identify with their athletic role. Some of these consequences include: lack of adjustment upon career termination; career immaturity; social isolation; low academic achievement; poor social relations; adjustment difficulties following sport injury; and greater masculine gender role conflict combined with lower levels of help seeking (Heird & Steinfeldt, 2013).

In their study of identity foreclosure, strength, and exclusivity of the athletic role, and career maturity in intercollegiate athletes, Murphy, Petitpas, and Brewer (1996) found that both athletic identity and identity foreclosure are inversely related to career maturity. Career maturity is the extent to which athletes are capable of making career-related decisions without help from other people, such as coaches, parents, advisors, etc. (Super, 1990). Their study concluded that the lack of association between identity foreclosures to athletic identity might suggest that career decision-making; failure to explore other identities/roles and strong identification with the athletic role may be separate processes (Murphy et al., 1996). Murphy et al. (1996) are suggesting that most athletes suffer from identity foreclosure.

Athletes often experience identity foreclosure upon retirement; identity foreclosure is defined as a commitment to an identity before one has meaningfully explored options or engaged in exploratory behavior (Beamon, 2012). Identity foreclosure generally occurs in individuals who have committed to an identity prematurely, and, since athletes begin their careers at an early age and are typically immersed in their given sport, they are prime candidates for identity foreclosure. Athletes often begin to identify with their athletic role at an extremely young age with the identity growing stronger as time goes on, making it difficult for them to create a new career identity (Beamon, 2012).

Young and Bursik (2000) believe there may be many different explanations for the inverse relationship between athletic identity and career maturity. One belief is that athletes must have a strong focus on their sport in order to achieve competitive success; therefore full dedication to the athletic identity is strongly reinforced (Young & Bursik, 2000). Elite athletes receive elevated levels of social reinforcement for their physical abilities from their friends, teammates, family, fans, and coaches (Beamon, 2012). Given the amount of positive reinforcements athletes receive for their dedication to the athletic success, their support systems are less likely to encourage external activities so athletes can focus on their sport (Young & Bursik, 2000). Petitpas and Champagne (1988) claim that the time constraints athletes experience give student-athletes less time to explore non-athletic related identities, which contributes to the identity foreclosure that athletes experience. Allowing student-athletes to explore non-athletic related identities will make it easier for them blend these identities with their athlete identity and ultimate transition into athletic retirement with a new career identity.

Athletic retirement. Menke (2013) claims the two most common reasons for retirement from sport for a student-athlete: end of eligibility or injury. Lochary (2014) claims athletic retirement, whether it be due to early retirement or leaving the sport in general, is the most dire situation for student-athletes as it can be both traumatic and confusing. Athletics can provide athletes with a significant measure of personal pleasure and identity, which may be lost upon retirement (Lochary, 2014). Cosh et al. (2013) claim that athletes may experience depression, identity crisis, alcohol/substance abuse, decreased self-confidence, and eating disorders following retirement. Cosh et al. identified the major reasons for athletic retirement being end of eligibility, injury, and personal reasons and examined their correlation to athletic identity and post-athletic choices. Cosh et al. (2013) also found that athletes have difficulties letting go of

their athletic identity upon retirement. The different types of retirement played a role in their self-esteem, which in turn affected their post-athletic choices, including career decisions.

When student-athletes experience failure, de-selection, injury, or sport termination, they tend to have difficulties adjusting to these losses (Brewer, 1993; Grove, Lavalley, & Gordon, 1997; Kleiber & Brock, 1992; Lavalley, Gordon, & Grove, 1997). Harvey (1996) claims that losses have potential to alter the way people define themselves. Losses can threaten student-athletes' self-identity, sport participation, and their sense of competence (Danish, 1986; Pearson & Petitpas, 1990). Given student-athletes have such a difficult time accepting the concept that they are no longer an athlete, it is important that they not drop the identity all together, but rather blend it with their new career identity.

Career identity/maturity. Thompson, Lindeman, Super, Jordaan and Myers (1984) define career maturity as "a multidimensional trait that is part affective, part cognitive, and increased irregularly with age and experience" (p. 7). Career maturity includes: career planning; career exploration; decision-making skills; and world of work information (Adams et al., 2015). Adams et al. (2015) claim that many athletes lack career maturity because of their preoccupation with athletics.

Super (1990) extended the work done by Eli Ginzberg, an economist who studied occupational choice, interviewing upper middle class young men because of their privilege to choose their careers and then created a life and career development model. Super (1990) added a few stages to the life and career development stages. The five stages are: growth; exploration; establishment; maintenance; and decline (Super, 1990). Super (1990) claims occupational preferences, occupational competencies and an individual's life situations change with time and experience. Knowing this, Super (1990) developed the concept of vocational maturity, which

usually corresponds with age and career transitions. Athletes who have completed their collegiate career are entering a stage of decline as they are going through a transition. Decline includes reduced output and a preparation for retirement. Athletes may also be experiencing the exploration phase during their time as a student-athlete. The exploration phase is characterized by trying out classes, work experience and hobbies (Super, 1990). Skill development is a key component of the exploration phase.

Blending identities. Young and Bursik (2000) examined whether women with higher identity achievement describe more mature life plans than women with lower identity achievement. It is believed that women with higher identity achievement have greater complexity and a stronger commitment to their life goals (Young & Bursik, 2000). Young and Bursik (2000) claim that women who have athletic success have similar characteristics to women in nontraditional careers. Their results indicated that athletic participation played an essential piece to identity achievement and life plan maturity. While identity achievement was positively associated with life plan commitment for athletes, identity achievement and life plan complexity were significantly correlated for non-athletes (Young & Bursik, 2000). Women with great career or athletic triumphs have such great success because of their strong sense of identity (Cohen, Chartrand, & Jowdy, 1995; Pulkkinen & Ronka, 1994), nontraditional gender roles (Del Rey & Sheppard, 1981; Miller & Levy, 1996; Prager, 1983), and high self-esteem (Butcher, 1989; Hall, Durborow, & Progen, 1986; Taylor, 1995).

Ryska's (2002) study investigated the impact of athletic identification and motivational goals on global self-perceptions with student-athletes. He found that athletic identity influences levels of non-sport related competence as a function of the motivational goal perspectives adopted within sport (Ryska, 2002). Ryska (2002) claims that sport involvement plays a role in

competence perceptions in non-athletic areas of life such as: school, vocations, and interpersonal relations. Sport participation also gives athletes a sense of personal competence, which can be applied within non-sport related achievement (Ryska, 2002).

The literature review thus far has shown that athletes have many qualities that make them great employees. Many theoretical orientations address the concept of transition and identity, but do not emphasize the fact that athletes do not have to let go of their athletic identity, but rather blend their athletic identity/skills with their new societal role or career. The following will show that there are many programs for Olympic and professional athletes that address athletic retirement and transition, but there are limited resources for student-athletes.

Current Athlete Transition Programs

There are many different programs that cater to a certain clientele, including: professional athletes, Olympic athletes and student-athletes. There are current organizations that provide services to both current and retired athletes, while others only offer to one of these populations. The International Olympic Committee (IOC) and the United States Olympic Committee (USOC) have created the Athlete Career Education Program (ACE) and the Athlete Career Program (ACP), which both serve to assist transitioning athletes. According to Platt (2014), the NFL and the NBA have offered several transition programs for former players that are career-oriented. The NFL has created the Player Engagement Next (PEN) program that helps NFL players find their next career after retirement. The NCAA and some of their affiliates have also developed transition programs specifically designed for student-athletes. The NCAA has developed a Life Skills program and is teaming up with the National Association for Academic Advisors for Athletics (N4A) to create a stronger Life Skills program. The following sections will explore these programs further.

Olympic and other professional programs. The USOC and the IOC work to help current and former Olympic athletes have a successful transition from an elite level of sport by placing athletes in a flexible job environment and giving them time-appropriate education opportunities (ACE, 2015). In these programs, Olympic athletes learn how to transfer their unique skills and assets acquired during their sports career into the labor market (Adecco Group, 2013). The ACP and ACE were developed and delivered by the Olympic Movement, who built their curriculum based off advice from elite athletes, coaches, National Olympic Committees, and experts from around the world (IOC Athlete Career Programme, 2015). Likewise, the PEN program serves to help NFL players find their next careers, connect with peers and learn ways to live well after their playing career is over (Player engagement next, 2015).

The ACE offers career and education services, which are aimed to help enhance performance as well as personal development to current and former Team USA Olympic athletes (ACE, 2015). ACE also offers athletes financial resources, valuable hands-on work experience, and essential tools and training to assist athletes in making career-related decisions. ACE offers: career planning and development; job-placement assistance; transition counseling and support; networking opportunities; and academic advising. Although the ACE offers many great tools and resources for athletes to utilize in their transition from athlete to non-athlete, there is no discussion or mention of blending their athletic identity with their new career identity.

The IOC ACP also aims to support Olympic athletes through career transition along with their co-partners at ACE (IOC Athlete Career Programme, 2015) The ACP provides resources and training to help athletes develop life skills as well as help maximize education and career opportunities (IOC Athlete Career Programme, 2015). Education, life skills, and employment are the three main components of the ACP curriculum (IOC Athlete Career Programme, 2015).

The ACP delivers services to more than 30 countries and aims to assist athletes to prepare, discover, research, plan and implement their skills (IOC Athlete Career Programme, 2015). Athletes need to be prepared to understand and commit to the career development process, discover and investigate their strengths and passions, and research to find out more information (IOC Athlete Career Programme, 2015). Athletes devise a plan for success and implement their newly developed skills to fit with their new life plan. The ACP focuses on training athletes to develop skills so they can implement them in the workforce. It does not, however, capitalize on their current skills nor does it help athletes blend their athletic skills with these newly develop skills that could help make them career ready.

The IOC program (2015) consists of workshops geared towards elite athletes and Olympians. The workshops are aimed to help athletes plan for their transition to a successful life after sports, which is done through interactive presentations and small group exercises (IOC Athlete Career Programme, 2015). Career transition, financial planning, psychology of transition, and other topics that can help assist athletes transition are all discussed at the workshops.

The IOC/ACP claims that time management skills are essential skills for athletes (Time management, 2010). Athletes who are able to practice proper time management are generally the highest achievers in all aspects of life. Silva (2010) states that student-athletes in particular need to find a proper balance between school activities and athletics, which involves prioritizing. When athletes focus on what is most important and are highly proactive, they tend to achieve the greatest benefit with limited time (Time management, 2010; Vidal, 2015). Some student-athletes are trying to balance their sport, schoolwork, social life, family time and possible employment, which can cause mass amounts of stress; so practicing time management is essential for student-

athletes (Silva, 2010). Implementing proper time management can lead to higher self-esteem and confidence, improved academic and athletic performance, and an increased “employability factor” (Vidal, 2015).

The IOC/ACP recommends athletes set SMART goals. SMART is an acronym for: specific, measurable, attainable, achievable, relevant, and time-related (Setting smart goals, 2010). The student-athlete will first receive education as to what SMART goals are. Specific goals are clear and well-defined. Measurable goals include precise amounts, dates, etc. to ensure there is some degree of success. Setting an attainable goal means that the goal must be realistic to achieve. Relevant goals are objectives that the student-athlete is willing and able to work on; the goals should be relevant to the direction the student-athlete wants their life and career to take. Finally, time-related goals have a deadline. To assist with the lesson, the IOC has created a handout, “Goal-Setting,” that thoroughly explains SMART goals and how to set them. The “Goal-Setting” handout will be given to the student-athlete.

Fiona McCann, a member of the United Kingdom’s Water Polo team, is a client of ACP (McCann, 2013). McCann currently has a master’s degree in market communications and identified that she had an interest in a career in marketing or advertising. McCann (2013) claims,

My contact managed to find me the perfect job to fit in with training for the 2016 Olympics and it also contributes towards my future career aspirations as well as my bank balance! When I retire from sport I know that I will be in a better position to decide on my next goal in life. (Fiona McCann section, para. 2)

The IOC/ACP program has a lot of great factors that are implemented with the athletes. The workshops assist athletes to be successful through career transition, financial planning, psychology of transition, and other topics. Although these are important aspects to include when

working with the athlete, there is no mention of improving their current skills and working to blend their athletic identity with their new career identity.

The NFL seeks to aid current and former athletes in their transition from NFL player into a new career. The PEN program builds healthy futures for their players by drawing on the same qualities that led them to their success in football (Player engagement next, 2015). Some of these qualities include a strong work ethic, commitment and determination; these qualities have led past NFL players to pursue careers such as: lawyers, entertainers, bankers, coaches, officials, and executives.

NFL players are able to explore new careers through the NFL Business Management and Entrepreneurial Program, industry boot camps, coaching programs and The Legends of Officiating Development Program, which are all a part of PEN (Player engagement next, 2015). The NFL Business Management and Entrepreneurial Program provides current and former players with the wisdom, insight, and practical skills it takes for them to own, build, and operate a business. Industry boot camps give transitioning players opportunities to explore careers as well as gain experience in a wide range of fields, such as motion pictures, music, franchising, hospitality, culinary, sports broadcasting, sports journalism and sports communications. Coaching programs allow former players to stay in the world of football by giving them the coaching perspective through the Bill Walsh NFL Minority Coaching Fellowship, the NFL-NCAA Champion Forum and the NFL-NCAA Coaches Academy (Player engagement next, 2015). The Bill Walsh NFL Minority Coaching Fellowship is a vocational program designed for minority coaches that gives them opportunities to observe, participate, gain experience, and hopefully receive a full-time NFL coaching position (Bill Walsh NFL minority coaching fellowship, 2015). The NFL-NCAA Champion Forum and the NFL-NCAA Coaches Academy

serve a similar purpose to the Bill Walsh NFL Minority Coaching Fellowship because they all look to transform former NFL players into elite coaches (Player engagement next, 2015). The Legends Officiating Development Program gives former players experience in football officiating, where they get to use their knowledge of football to stay involved with their sport.

The NFL also offers a Transition Assistance Program (TAP) that is a part of their Wellness Program. TAP provides former players with personalized guidance regarding fitness, nutrition, career development, and financial success (Player engagement next, 2015). TAP focuses on repurposing the drive and passion that led NFL players to their athletic success for use in their careers off the field by using an individualized plan (Life after the game, 2015). According to Making the Transition (2015), Kris Wilson, an eight-year NFL Veteran who graduated from University of California Los Angeles School of Law in 2015, is a member of TAP. Wilson claims:

The lessons I learned in football have helped carry me through law school. I got so much out of the game, out of the profession, not to mention the friends I made. But I couldn't rest on that. I had to keep pushing. (Making the Transition section, para. 8)

Out of all of the professional programs, the NFL program is the only one that allows athletes to identify their skills and capitalize on them. The NFL program recognizes how strong an athlete's identity is and that it is easily blended into a career that remains within the sport.

Student-athlete programs. Although it is likely student-athletes have not participated in sport as long as Olympic or professional athletes, they are also a population that may benefit from transition programs. The NCAA is teaming up with N4A and together they have developed a Life Skills program that is devoted to teaching student-athletes proper "life skills" to assist them during and after their academic career (Life skills, n.d.). Sport psychologists/counselors,

NCAA academic advisors, and individuals involved with NCAA player development have also given expert opinions on what factors are essential in a student-athlete transition program.

NCAA Life Skills is an organization that is committed to student-athlete development, which involves teaching student-athlete “life skills” that are not only useful throughout the college experience, but also after graduation (Life skills, n.d.). The Life Skills program is modeled after the Total Person Project (TPP), which was established by Dr. Homer Rice, a former athletic director. The TPP aids student-athletes as they begin to determine their career interests (The total persons program, 2015). TPP also assists student-athletes in resume building, job interview preparation, teaching student-athletes how to market themselves in the workforce, and internship opportunities and potential full-time employment upon college graduation. Student-athletes are taught stress/time management; financial planning/wealth management; sexual assault and violence prevention and awareness; drug/alcohol use as it relates to health and athletic performance; etiquette training in a business, classroom, and dining setting and sports nutrition/dietary supplements (The total persons program, 2015). Life skills is built around the belief that excellence stems from a balanced life, which comes from academic achievement, athletic success and personal well being as they are believed to be student-athletes’ core values (Life skills, n.d.).

The TPP works to prepare athletes for career readiness, but does not focus on the transition they are making. Instead of blending athletic identity with the new career identity, the TPP works to create an entirely new career identity. Although this may be effective, it does not exploit their current skills.

Beginning in 2016, the NCAA is partnering with N4A, which will provide daily oversight and operation of programming for student-athletes and the life skills professionals

(Life skills, n.d.). For the following three years, the N4A will be providing Life Skills to student-athletes. Leach (2015) quotes Jean Boyd, N4A president, “The formal integration of academic and life skills programming and practitioners gives student-athletes their best chance to be supported and developed holistically as champions in their academics, champions in their sport and, most importantly, champions in their lives” (NCAA, N4A to Partner on Life Skills Professional Development, para. 4). The NCAA and N4A are aiming to bridge the gap between student affairs and athletics by providing ongoing programming and education, which seeks to equip students-athletes with useful skills that will prepare student-athletes for life (Leach, 2015). Giving student-athletes useful skills will require customized education, tailored programming and engaging speakers who will address values such as: identification; character building; financial literacy; mental health; community service; transitioning to life after college and differing leadership styles. The NCAA and N4A are only seeking to give student-athletes proper life skills, but are not going to give them experience or other tools to utilize, such as a resume, throughout their career, which is what makes the Not Only An Athlete Curriculum different than the program created by the NCAA and N4A.

The NCAA and N4A emphasize the student-athletes’ academic skills rather than their athletic skills. Instead of focusing on what makes them a good student as well as a good athlete, they only focus on what makes the student-athlete a good student. There is no discussion on the transferrable skills student-athletes have or the concept of blending identities.

Penny Semaia works in student-athlete development at the University of Pittsburgh (Semaia, n.d.). Semaia (n.d.) has witnessed many student-athletes pass through this difficult transition. Most student-athletes loathe the day they realize they are no longer athletes as their commitment to their sport has been their identity for as long as they have remembered; their

identity is now a question mark. Individuals who work in student-athlete development must help student-athletes gain the knowledge and skills to prepare for life after sports given identity and life transition are difficult topics. Semaia (n.d.) claims the most important aspect of assisting student-athletes in their transition is building a strong relationship. Although programs and resources are essential, rapport and support are the strongest tools a student-athlete can utilize in their transition.

Student-athletes must have individualized plans, which means student-athlete development professionals must narrow down the programs and services to a unique level (Semaia, n.d.). Most often, student-athletes utilize their resources when they experience a career-ending injury, end of ineligibility, or stressors in play. Semaia (n.d.) identifies three key aspects to aiding student-athletes through their transition: positive and trusting relationships; patience and maintaining an educator role. When a student-athlete builds trust with an advisor, they are more likely to approach them when issues arise, specifically when student-athletes need help facing the end of their athletic career (Semaia, n.d.). Creating a positive and trusting relationship requires active listening and work at building rapport. It is important for advisors to understand that athletics play a vital role in the lives of student-athletes and the identity shift will take time, which is why it is essential for advisors to remain patient through the transition process. Finally, advisors must stick to their educator role, which means assisting the athlete as they learn how to figure things out and helping them identify necessary resources (Semaia, n.d.). The advising process should be focused on developing career skills and providing encouragement.

Fresno State University has created a packet for student-athletes, which serves a similar purpose to that of the final product of this paper. Fresno State University believes student-athletes have many great skills to offer a prospective employer and it does not matter if you are

beginning your college career as a freshman or nearing graduation, they want to ensure that student-athletes are well prepared for every step of their career planning (Student athletes, 2015). They have developed a career guidebook to help student-athletes get ready for different stages of their future career while still attending college.

Although the Fresno State University curriculum is similar to the end product of this research, there is no interpersonal reaction that takes place. The Not Only An Athlete Curriculum requires the student-athlete to have constant contact with their academic advisor and allows for coaches, teammates and parents to be involved in the identity formation, while the Fresno State University curriculum is simply a packet student-athletes fill out by themselves. The Fresno State University curriculum works to show athletes that skills they learned from sport are transferrable into the workforce, but it does not discuss the concept of blending identities.

Renkow, Lefland, King, and Dent (2005) claim that student-athletes in Connecticut have benefitted from the opportunity to develop a game plan for their financial future by using the Hartford's *Playbook for Life*. Student-athletes at Columbia, Duke and Rice universities have also benefitted from the *Playbook for Life*. Student-athletes hear personal finance lessons from former Connecticut student-athletes with the purpose of helping student-athletes gain a solid understanding of personal knowledge. *Playbook for Life* is a 25-page guidebook for student-athletes that offers financial insight and foresight before graduation. The purpose of financial education for student athletes comes from the statistic that the average student-athlete graduates with \$15,700 in loan debt (Renkow et al., 2005). Similarly to the Fresno State University Program, there is no mention of blending identities and the *Playbook for Life* is simply a packet the student-athlete fills out by him or herself with no interpersonal interaction.

Summary

There is a gap in the literature that addresses the lack of research regarding assisting student-athletes in their journey to athletic retirement by helping them blend their athletic identity with other roles they play in society. Although there are plenty of career related programs for professional and Olympic athletes, there are limited, reliable programs for student-athletes. Handing a student-athlete a packet to fill out may be effective, but it does not necessarily help them in their transition or fully get them career ready. The curriculums mentioned included anecdotal evidence of success by talking with a few of the participants who achieved success after completing their program, but had no mention of a systematic evaluation piece with an emphasis on mental health. The following will outline the application piece for this program according to the current research and the gap in the literature.

Application

The existing curriculum is geared towards student-athletes and is meant to aid them as they blend their athletic identity with other identities. The purpose of the curriculum is to help reduce negative symptoms associated with collegiate athletic-retirement by showing athletes that skills learned from athletics are transferrable into the workforce; although they may be a good athlete, those same skills may make them a good lawyer, brother, father, etc. The program will begin the first semester of the student-athletes' collegiate career and will end at the same time their eligibility for sport expires, which is eight semesters of curriculum. Student-athletes who may not be able to meet the full eight-semester curriculum requirement have the option of dropping the program or may continue along the guidelines of the same curriculum. Each semester will seek to expand the student-athlete's view on how to successfully transition. Reasons for not being able to participate in all eight-semesters may include: injury, being cut

from the team, academic ineligibility, personal reasons to leave sport, etc. Each student-athlete will be required to partake in approximately two to five hours per semester of career/identity building. Preferably, an individual whom is actively involved in the schools athletic department as well as is involved in the mental health field, such as a sport psychologist, will be the one administering the curriculum to the student-athletes (Semaia, n.d.). There is a possibility that the school does not have access to a mental health professional, so an athletic or academic advisor at the school may administer the curriculum as long as they are trained by a mental health provider or are under direct supervision of a mental health provider. It is key a mental health provider administer the curriculum as student-athletes are transitioning roles and may have an unclear idea about their identity. Student-athletes may suffer some depression and/or experience other traumatic aspects such as grief and loss, eating disorders, or suicidal ideation. Depression and anxiety have been found to be significant predictors of lower grades, poor athletic performance, poor overall wellbeing and are highly correlated with other risky behaviors and suicide (Davoren & Hwang, 2014). A trained professional needs to be available if these issues surface. Given student-athletes are generally on a time-restriction (Danish et al., 1993) the lessons may need to take place in unorthodox counseling places, such as: on the bus, when the athlete is in the training room, ice bath, etc. (Beamon, 2012).

According to similar programs, the curriculum needs to be time-sensitive; individualized to the student-athlete; allow student-athletes to gain experience; be empowering; show student-athletes that their athletic skills are transferrable into the workforce; include financial planning/wealth management; include psychology of transition; be interactive; include stress/time management; include sexual assault and violence prevention and awareness; include drug/alcohol use as it relates to health and athletic performance; require etiquette training in a

business classroom, and dining setting; and involve sports nutrition/dietary supplements (Adecco Group, 2013; Bill Walsh NFL minority coaching fellowship, 2015; IOC Athlete Career Programme, 2015; Life skills, n.d.; Player engagement next, 2015; Semaia, n.d.; Student athletes, 2015; The total persons program, 2015). For the purpose of this particular curriculum and the time-restraints student-athletes face, stress/time management; goal setting; etiquette training in a business setting; resume building; transition preparation; financial planning/wealth management; and experience will be the main topics included as these are the commonalities between all of the current transition programs as well as the main components of the NCAA and N4A curriculum and the Fresno State University Curriculum (Adecco Group, 2013; Bill Walsh NFL minority coaching fellowship, 2015; IOC Athlete Career Programme, 2015; Life skills, n.d.; Player engagement next, 2015; Semaia, n.d.; Student athletes, 2015; The total persons program, 2015). The curriculum currently being created is pulling the best of these topics from each program. The most important aspect of the entire curriculum will be preparing the student-athletes for athletic retirement and assisting them as they develop their new identity (Adecco Group, 2013). The curriculum information will be broken down by semester and will contain a simple guideline for athletic academic advisors or individuals who work in student-athlete support. The curriculum can be altered so it is more individualized and accommodating to the student-athlete; the following is a mere suggestion of the order of lessons.

Sport psychologists, other mental health professionals, athletic academic advisors or any other individual who works in student-athlete support can begin building rapport with the student-athlete and begin creating an individualized plan. The intake interview includes questions about the student-athlete's demographic and sport history information. The purpose of this interview will also give the student-athlete a good idea of how they view their identity.

Identity is an essential piece to the entire curriculum; many conversations need to take place regarding identity, roles, self-image and ideal-self. The student-athlete will also complete a skills/interest assessment. Completing a skills/interest assessment will help keep the student-athlete academically on-track to achieve any career goals they may have. Understanding what drives them will help student-athletes define who they are, what they can be, and what they want to do in order to achieve their professional life (Employment, 2010). There will be a follow-up on the skills/interest assessment every semester because most students are not developmentally prepared to determine a major during their first semester (Freedman, 2013).

The IOC/ACP are firm believers that athletes must begin their non-sport related career early as it has been shown to help prevent burnout, make athletes more focused and perform better (Employment, 2010). Starting early allows the student-athlete to not only achieve great success in their athletic life, but also in their professional life. It is also important that the student-athlete be involved in something they love doing. The IOC has created a worksheet, “Career Pathway Planning,” that allows athletes to have an idea of their options of careers after sport (Employment, 2010). Being able to identify passions, motivators, and interests makes it easier for student-athletes to be excited about making plans for the future (Employment, 2010). The worksheet includes: skills, interest, “wish list” for the perfect job, current network, resources, decisions, and a career planning summary (Employment, 2010). If the student-athlete has difficulties identifying his or her skills, Fresno State University has created a list of “trophy skills” (Student athletes, 2015). Fresno State University follows the guidelines set by the NCAA Life Skills and N4A Program (Life Skills, n.d.). The student-athlete can use the “trophy skills” as an example when filling out their “Career Pathway Planning” worksheet. The student-athlete

should complete the “Career Pathway Planning” worksheet and then reflect back on it every semester.

The second semester will include a lesson on stress/time management. To gauge an idea of how well a student-athlete utilizes time management, the IOC has created a quiz that measures how effectively a student-athlete fulfills proper time management (Time management, 2010). The quiz includes 11 questions that can be answered with “never,” “rarely,” “sometimes,” “often,” or “always.” It is possible that the student-athlete has excellent time management and all they need are tips and pointers on how to manage stress. Other student-athletes may have difficulties with time management and may need much more assistance. After assessing how skilled the student-athlete is at time management, the student-athlete will receive the “Finding the Balance” activity created by the IOC. “Finding the Balance” allows student-athletes to rate their current situation regarding their sport, career, education, money, family, friends, and “me” time, which are all important areas of the life of a student-athlete (Time management, 2010). The student-athlete rates the seven areas from one, which is being terrible, to 10, which is perfect. Once the student-athlete realizes the areas that need attention, they can adjust their plan to change their balance.

After giving the student-athlete the time-management quiz and the “Finding the Balance” activity, they will then receive two tip sheets regarding time management created by the IOC. Whoever gives the sheets to the student-athlete, will go over the sheets with them to assure the student-athlete has their questions, comments or concerns addressed. The first sheet is called “Organising Your Study For Sports Competitions,” which outlines the types of commitment clashes student-athletes may face (Time management, 2010). The second sheet, “Stop

Procrastinating,” gives information on how to remain positive and set priorities given time is so precious to athletes (Time management, 2010).

The student-athlete will then get a chance to go over their “Career Pathway Planning” worksheet. Bi-yearly check-ups will ensure the athlete is academically on-track to achieve their career goals, is following their interests, and utilizing their skill set. An estimated 75% of students change their major at least once before graduation (Gordon, 1995). If needed, the student-athlete can redo the “Career Pathway Planning” worksheet to change their course of action. It is possible the student-athlete will develop a new set of interests after their first semester.

Semester three will allow student-athletes to begin setting goals. One of the steps to proper time-management includes goal setting. By setting goals, student-athletes know where they are going, are able to figure out what needs to be done and in what order (Time management, 2010). Goals not only give direction and help with motivation, but they also increase satisfaction and self-confidence (Setting smart goals, 2010). Goal setting may even include setting a daily to-do list (Vidal, 2015).

Student-athletes then will begin to practice setting SMART goals for their sport, school, and future career. For example, a female basketball player may set a SMART goal to make 90% of her free throws for the season. This is a SMART goal because it is specific (it is clear what she wants), measurable (wants to make 90% of her free throws), attainable (as a collegiate athlete, this goal is achievable), relevant (she is indeed a basketball player who wants success), and time-related (by the end of the season). The student-athlete will then create a school SMART goal and a career SMART goal. Every semester, the student-athlete will check up on their SMART goals to see if they have been achieved, are on the road to being achieved, need to be

tweaked to be more attainable, or changed because of new interests. The student-athlete will also create new SMART goals every semester to get them in the habit of practicing proper time-management and to get them thinking about their schoolwork and future career.

The student-athlete will once again go over their “Career Pathway Planning” worksheet. The student-athlete should begin to become more comfortable with their skills, interest and career choices as they grow academically (Freedman, 2013). The student-athlete can assess their “Career Pathway Planning” worksheet and make any needed changes. Their skills and interests will continue to develop through their academic career. Student-athletes will begin their training for their career goals during semester four.

Semester four revolves around helping the student-athlete build their resume and showing him/her that their athletic skills are transferable into other areas of life. According to the IOC/ACP, a winning resume is selective, brief and concise, accurate, and proofread (A winning resume, 2010). The IOC has created a handout that gives instructions on what a good resume should look like and include, which will be given to the student-athlete as they begin creating their resume. A resume is an opportunity to let the student-athlete reflect on their skills (Employment, 2010). Being a student-athlete is unique and special in many ways and it is essential that the student-athlete recognizes that and uses it to their advantage when creating their resume. Fresno State University has provided two example resumes for student-athletes (Student athletes, 2015). One is for student-athletes with limited work experience while the other is geared towards student-athletes with some work experience.

As they are creating their resume, student-athletes will refer back to their “Career Pathway Planning” worksheet to identify their skills and interests. Fresno State University has also provided a “Transferable Skills” checklist that will help them build a resume as well as

market themselves for certain careers (Student athletes, 2015). The list includes: planning and organizational skills; critical thinking skills; human relations and interpersonal skills; oral and written communication skills; research and investigation skills; computer skills; and personal skills (Student athletes, 2015). After going through the checklist, student-athletes can begin adding those skills to their resume. Fresno State has also created a list of characteristics employers seek in candidates as well as resources for cover letters, interviewing, job resources, and a verb list for resumes.

The student-athlete will keep taking their “Career Pathway Planning” worksheet into consideration. It is important that the student-athlete critiques their “Career Pathway Planning” worksheet and makes any needed changes. If a student-athlete decides to change their course of action, it is important that their support system is aware of and supportive of this decision and shows patience (Semaia, n.d.).

The most important aspect of the curriculum is transition preparation as this is the portion that will really help athletes cope with the loss of their sport and help them begin their new identity. Transition preparation begins in semester five. Student-athletes will receive education on financial planning and wealth management. It is essential for the student-athletes to realize that many people go through career changes and this is not a concept strictly unique to athletes (Employment, 2010). Although there is a lot of confusion and anxiety in the transition process, it will also allow the student-athlete to grow stronger. Student-athletes must also recognize that nobody starts at the top. In their sport, the student-athlete had to use grit and determination to improve and make a name for themselves and they must use that same grit and determination in their professional life; their success in their career depends on their dedication to improvement (Employment, 2010).

Student-athletes will be handed a copy of the *Playbook for Life* and will complete the “Financial Goals” worksheet, “Net Worth” worksheet, and the “Budget” worksheet. The student-athlete will also continue their exploration of their “Career Pathway Planning” worksheet.

As the semesters progress and the student-athlete comes closer to end of sport and graduation, the curriculum focuses less on education and more on transition. Semesters six, seven and eight revolve around transition counseling, continuing to ensure the athlete is happy with their skills/interest assessment, and focusing on showing student-athletes their athletic skills are transferrable into other areas of life. Semester eight will allow the student-athletes to begin gaining experience. The student-athlete will also continue to review their “Career Pathway Planning” worksheet and take any skill/interest changes into consideration.

Other Considerations

There are many other factors to take into consideration when working with the student-athlete population. Although not explored throughout this paper, culture is one factor of identity that may need to be explored with student-athletes. It is possible that some student-athletes are taking their culture into account when exploring their identity. Culture can include ethnicity, race, religion, sex, etc. Student-athletes with different values and beliefs may identify more or less with their athletic identity. Gender is another factor to take into consideration when working with student-athletes given men tend to more strongly identify with their athletic role than do females (Heird & Steinfeldt, 2013).

The author of this curriculum plans to implement the research into the collegiate athletic setting. Implementing the research and applying curriculum will display the reliability and validity of the curriculum.

Conclusion

As previously stated, the topic of identity is commonly explored and there are many programs that help student-athletes and athletes in general become career ready. Although all these programs are effective in what they want to achieve, they do not all emphasize the idea of creating interpersonal relationships; expanding and improving current skills; creating new career-related skills; education on careers; transition; and most importantly, they do not necessarily discuss the concept of blending identities. Although it can be effective, handing a student-athlete a packet to fill out does not necessarily help them in their transition or fully get them career ready. Most of the curriculums focused on athletes that were not necessarily at the collegiate level. The curriculums also did not have a systematic evaluation piece, but rather anecdotal evidence of success by talking with a few of the participants who achieved success after completing their program. None of their anecdotal evidence focused on the measure of mental health, which is a huge factor that is left unaddressed in all of the curriculums. The following is a table that outlines all of the factors included in the mentioned curriculums, including the Not Only An Athlete Curriculum. It is important to take note that although the Not Only An Athlete Curriculum does not contain everything that the other programs have (such as: nutrition, proper etiquette, etc.), that the curriculum allows for flexibility and is encouraged to be tailored to each student-athletes' individual needs. If a student-athlete has issues with drugs and/or alcohol, whoever is administering the curriculum has the opportunity to implement a piece into the curriculum that properly addresses the substance abuse. Individualizing the lesson plan not only builds a strong rapport with the student-athlete, but is also encouraged by Semaia (n.d.).

	IOC/ACP	ACE	PEN	TAP	NCAA Life Skills/TPP	NCAA/N4A	Fresno State University	Playbook For Life	Not Only An Athlete
Financial Education/Resources	X	X		X	X	X	X	X	X
Work Experience		X	X						
Career Planning/Development	X	X	X	X	X	X	X		X
Improving Career-Related Decisions		X			X				X
Job Placement Assistance		X	X		X				X
Transition Counseling	X	X							X
Networking Opportunities		X			X				X
Academic Advising		X				X			X
Career Skill Development	X		X	X	X	X	X		X
Time Management	X				X				X
Goal Setting	X								X
Nutrition				X	X				

Sexual Assault & Violence Awareness					X				
Proper Etiquette					X				
Drug/Alcohol Awareness					X				
Mental Health						X			X
Community Service						X			
Blending Identities			X						X

Helping student-athletes apply the lessons they have learned through athletics to life at large can be extremely rewarding (Lochary, 2014). Channeling a student-athlete's passion into a new pursuit can help them positively transition to a new phase of life. What do student-athletes need to know to help them blend their athletic identity with their other identities to assist them in transitioning past their athletic role? Assisting student-athletes as they make the transition from their non-athletic life can help reduce the negative symptoms associated with retirement and give them the education it takes to be successful in their newly found career (Beamon, 2012). Factors such as: stress/time management; goal setting; etiquette training in a business setting; resume building; transition preparation; financial planning/wealth management; and experience are the commonalities between all of the programs and build the foundation for this current curriculum (Adecco Group, 2013; Bill Walsh NFL minority coaching fellowship, 2015; IOC Athlete Career Programme, 2015; Life skills, n.d.; Player engagement next, 2015; Semaia, n.d.; The total persons program, 2015). These factors and the purpose of the curriculum is to not have student-

athletes let go of their athletic identity, but rather show them their athletic skills and life as an athlete will make them successful in many different areas of life outside of sport.

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Acronym Reference List

ACE - Athlete Career Education Program

ACP - Athlete Career Program

IOC - International Olympic Committee

IPT - Interpersonal Psychotherapy

LPC - Licensed Professional Counselor

MI - Motivational Interviewing

NBA - National Basketball Association

NCAA - National Collegiate Athletic Association

NFL - National Football League

N4A - National Association for Academic Advisors for Athletics

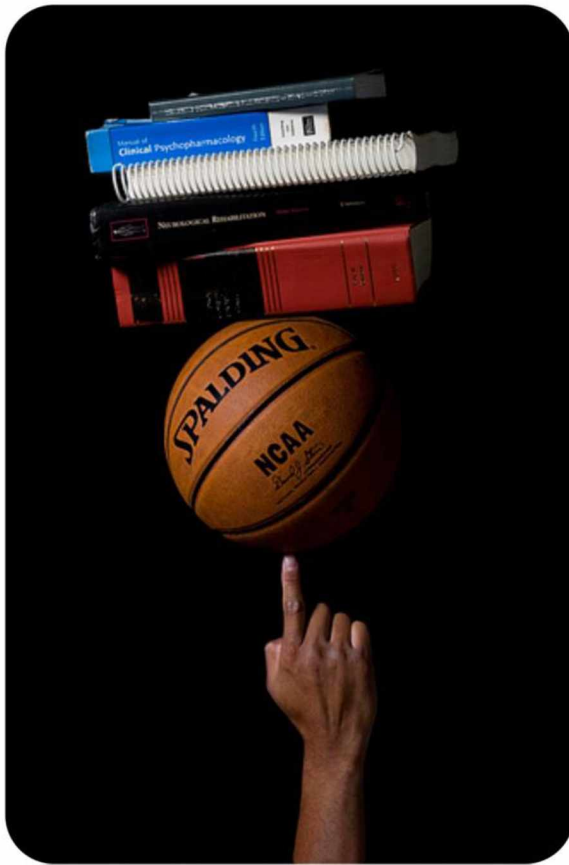
PEN - Player Engagement Next

STF - Schlossberg Transition Framework

TAP - Transition Assistance Program

TPP - Total Persons Project

USOC - United States Olympic Committee



"Sports taught me how to compete on the court, and taught me how to compete in life. Sports and life run parallel with one another"

-Ken Carter

Jaime Sawchuk

CHRISTINE COOK, PH.D.
DANI SHEPPARD, PH.D.
JONI SIMPSON, M.ED.

NOT ONLY AN ATHLETE

AN IDENTITY AND TRANSITION CURRICULUM FOR STUDENT- ATHLETES AT NCAA INSTITUTIONS

University of Alaska Fairbanks, 2016

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Introduction

This working document is designed to be a resource for individuals working with student-athletes at NCAA schools to assist them in recognizing that their athletic-skills are transferrable into the workforce. It is important to know that not everyone strongly identifies with their culture or their major roles, but athletes often have a strong sense of identification with their athletic role (Heird & Steinfeldt, 2013). Given athletes identify so strongly with their athletic role, there are many negative effects associated with collegiate athletic retirement, such as: depression, identity crisis, alcohol/substance abuse, decreased self-confidence, and eating disorders (Cosh, Crabb & LeCouteur, 2013; Heird & Steinfeldt, 2013).

Approximately 1% of collegiate athletes become professional athletes (Beamon, 2012). The average professional sports career lasts approximately three and a half years. Research indicates 78% of NFL players are bankrupt or have serious financial stress within two years of retirement, whereas 60% of NBA players are bankrupt or have serious financial stress within five years of retirement (Russ, 2012). Most of these struggles come from lack of career experience outside of their sport, lack of financial and career education, and lack of identity exploration (Beamon, 2012).

The following is a curriculum to help student-athletes blend their athletic identity with the other roles they play in society. Many athletic skills are transferrable into the workforce and this curriculum will help student-athletes become empowered by capitalizing on those skills. Student-athletes will complete a skills/interests assessment; begin identifying their skills; learn about proper time and stress management; learn how to set SMART goals; complete a resume; receive financial planning; and receive transition and identity counseling. Career development is

a lifelong process, which is why it is beneficial for students to begin thinking about and preparing for their future career while still in college.

Format

The application is an individual counseling curriculum designed to start at the beginning of the freshman year of college and progress through the eighth semester of college or until the student-athlete eligibility runs out. Semesters one through five have individualized lessons, while semesters six through eight are more broad and defined into one lesson plan as the goals of these semesters are similar. The first five semesters are focused on educating the student-athlete, while the final three semesters are focused on counseling and preparing the student-athlete for their transition.

Target Population

The program is designed specifically for student-athletes who are currently enrolled in at least 12 credits and are participating in an NCAA sport. Culture, gender/sex, and specific sport are some factors counselors may need to consider when facilitating the lesson. If a student-athlete begins the program and then stops participating in the sport, but still attends the school, they are still eligible to participate in the curriculum. Some reasons student-athletes may stop participating in the sport could be: lack of NCAA eligibility, poor academics, injury, personal reasons for quitting, etc.

Logistics

There will be one session each semester for eight semesters. Sessions should last approximately two to five hours each. The curriculum can be administered in an office, on the bus, in the training room, or any other area the student-athlete feels comfortable to meet with the student-athlete. Sessions are divided into a check-in, education on a topic, an activity revolved

around the topic, and then final questions to gauge an idea of what the student-athlete thought about the session. In general, there is no homework, although it is recommended student-athletes begin implementing what they have learned into their everyday life.

Materials

The standard materials for each lesson are included in the following lesson plan.

The goal of the Not Only An Athlete program is to decrease negative symptoms associated with athletic retirement, empower student-athletes and increase student-athlete career success. Please feel free to contact me, Jaime Sawchuk, at jnsawchuk@alaska.edu with any questions, concerns, or suggestions.

Semester One Lesson Plan

Audience: Student-Athletes at NCAA Institutions

Goal: To begin building rapport with the student-athlete by administering an intake interview. Student-athletes will begin exploring their own identity and will have a good idea of what careers may work best for them after completing career/skills assessments. The purpose of the first lesson plan is to allow the student-athlete to begin recognizing the roles they play and that their athletic identity is easily blended into other aspects of life.

Duration: 2-5 hours

Materials: Intake Interview	(Appendix 1a)
Computer	
Skills/Interest Assessment	
Career Pathway Planning	(Appendix 1b)
Identifying Trophy Skills	(Appendix 1c)
Trophy Skills	(Appendix 1d)

Procedures and Assessment:

- I. Conduct an intake interview with the student-athlete
 - a. Administrator will begin building rapport with the student-athlete to gauge an idea of who they are to develop an individualized plan
 - b. The intake interview includes questions about their demographic and sport history information
 - c. Keep this document for records purposes
- II. Have student-athlete complete a skills/interest assessment
 - a. The assessment is on [careeronestop.org](http://www.careeronestop.org)
 - i. Link: <http://www.mynextmove.org/explore/ip>
 - b. The results will help keep the athlete academically on-track to achieve any career goal they may have
 - c. Understanding what drives the athlete will help student-athletes define who they are, what they can be, and what they want to do in order to achieve their professional goals
 - d. Facilitate a conversation with the student-athlete regarding their thoughts on the results
 - i. Are these careers you could see yourself doing?
 - ii. Which ones do you like?
 - e. Make a copy of this document to give to the student-athlete. The administrator should keep another copy for record purposes as this is a document that will be reviewed every semester
- III. Ask the student-athlete to write down all of the roles they currently play in life
 - a. Example answers should include: athlete, student, son/daughter, brother/sister, friend, teammate, etc.
 - b. Ask the student-athlete to rank each of their roles from most important to least important
 - c. Facilitate a discussion with the student-athlete regarding why understanding and prioritizing roles is important

- d. Ask the student-athlete if any of these roles overlap and have them circle the ones that do
 - i. Ask the student-athlete how these roles overlap and what they think about the overlap
- e. Other questions regarding roles
- IV. Have the student-athlete complete the “Career Pathway Planning” Worksheet
 - a. Allows student-athletes to have an idea of their career options after sport
 - b. Helps identify their passions, motivators, and interests
- V. Have the student-athlete complete the “Trophy Skills” Worksheet
 - a. This will show them that their athletic skills are transferrable into the workforce
 - b. Some of this information will be applicable to their “Career Pathway Planning” Worksheet

Semester One Checklist

- ✓ Intake Interview
- ✓ Skills/Interest Assessment
- ✓ What are my roles? Activity
- ✓ “Career Pathway Planning” Worksheet
- ✓ “Trophy Skills” Worksheet

Not Only An Athlete Intake

Administrator Name:	School:	Division: I / II / III
Student-Athlete Name:	Sport/Position:	Eligibility Year:
Years Participating in Sport:	Past Sport Accomplishments:	Intended Major:

Date of Birth: ____ / ____ / ____	Age:
Gender: Male / Female	Ethnicity:
What activities do you enjoy and feel you are successful when you try?:	Who are some of the influential and supportive people, activities (e.g. walking) or beliefs (e.g. religion) in your life?:

<p>Have you previously seen a counselor?</p> <p>If yes, what did you find most helpful?</p>	<p>Do you currently use drugs or alcohol?</p> <p>If yes, which ones?</p>
<p>Who are your family members?</p> <p>Have any of them ever played a collegiate sport?</p>	<p>Are your parents married or divorced? Yes / No</p> <p>Do you think their relationship is good? Yes / No</p> <p>If your parents are divorced, whom do you primarily live with? _____</p> <p>How often do you see each parent? Mom _____ % Dad _____ %</p>
<p>How do you consider yourself socially?</p> <p>Are you happy with the amount of friends you have?</p> <p>Yes / No</p>	<p>Are you involved in any organized social activities, outside of sport?</p>
<p>Do you like school? Yes / No</p> <p>Do you attend regularly? Yes / No</p> <p>What are your current grades? _____</p>	<p>What do you think of your teammates thus far?</p>

<p>Do you feel you are doing the best you can at school?</p> <p>Yes / No</p>	<p>How is your relationship with your coach?</p>
<p>What would you like to accomplish most as a student-athlete?</p>	<p>What is your plan for after college?</p>
<p>Do you feel as if your major reflects your skills and interests?</p>	<p>What is your ultimate career goal?</p>
<p>How ready are you to begin pursuing your career goals?</p>	<p>What do you need to know before you can begin pursuing your career?</p>
<p>What would you like to get out of this Workshop the most?</p>	<p>How can I help you reach full potential as a student-athlete? (meaning in school and sport)</p>
<p>Are there any special services you need as a student or as an athlete?</p>	<p>Is there anything else I should know about you?</p>



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IOC ATHLETE CAREER PROGRAMME

CAREER PATHWAY PLANNING

What is the purpose of the following fact sheet?

As an elite athlete, your focus is towards your sports development and performance. With a little planning, it is possible to have an idea of your options for your career after sport. Through identifying passions, motivators and interests, it becomes easier to be excited about making plans for a future that integrates a career in sport and an alternative career option.

Attempt this quick quiz to start thinking of your options:

My current skills

List your current skills and qualifications. It will help to think about transferable skills from sport, voluntary or paid jobs you've held, natural talents, etc.

My current interests

Think about subjects you like, other people's jobs that sound interesting, and industries you'd like to know more about. There are numerous career development web sites that can help you gather information.

My "Wish List" for the perfect job

Think about the type of conditions, with whom, responsibility, salary, etc. Your school or university career adviser may be able to assist you. Also, job guides are available on the internet which help to outline the requirements of each job.

My current network

Think about who you could talk to who works in areas that are of interest to you.

Resources

Think about resources you can use to give you more information about career options. Remember there are numerous resources and ways to discover assistance in this process, such as the internet, career advisers, family and friends.

Decisions

This is sometimes a difficult part of your career planning. A good way to start is with "what you would like to do", followed by identifying what barriers could stop you achieving your career goals.

Career Planning Summary

The areas I am most interested in are:

What skills/qualifications/knowledge/experience do I need to gain?

My plans for integrating sport and career plans are:

Year	Sport Goals	Career Goals

Preparing for the Career Play

Part 1: Preparing for the Career Play

Section 1: Identifying Your Skills/Experience

Just as you have spent countless hours practicing for the next game by weight-lifting, running, learning to work as a team, getting your uniform ready, eating right and resting, you must now prepare for the career play. It is time to think about and identify your best skills and experience especially any leadership skills you may have developed as an athlete. Each of you as an athlete has acquired great skills, below you will find an aid to help you begin thinking about which skills best describe your best attributes.

Section 2: Creating Your Trophy of Skills

Below is a "trophy of skills" that encompasses many of the skills athletes have acquired throughout their athletic career as a freshman in college to skills gained as professional athletes. Examine the "trophy of skills," circle the words that best describe you and create your own "trophy of skills" using the blank trophy worksheet on the next page.

Confident
Self-Motivated
Strong Character
Ability to be criticized
Never-quit Attitude
Aggressive
Focused
Understand time management
Deal well with pressure
Learn from mistakes
Welcome challenge
Make sacrifices
Team oriented
Accountable
Disciplined
Coachable
Committed
Competitive
Goal oriented
Overcome adversity
Tremendous work ethic
Mental / physical toughness

THE CHAMPIONS' TROPHY

Source: Athletes 4 Hire (<http://www.athletes4hire.com/careers6.php>)

Source: Fresno State Career Services
Rev. 1/26/2009

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Preparing for the Career Play

's TROPHY OF SKILLS

(Fill in Your Name Above)

[illegible]

Source: Fresno State Career Services.
Rev. 1/26/2009

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Semester Two Lesson Plan

Audience: Student-Athletes at NCAA Institutions

Goal: To help the student-athlete implement coping skills to deal with stress as well as proper time management to balance academics, athletics, social life, and family time and possible employment. Student-athletes who are able to practice proper time management are generally the highest achievers in all aspects of life. The student-athlete will learn that practicing proper time management and finding a proper balance is a common skill learned in sport and that time-management is a skill that is transferrable into the workforce and can be blended into their new identity.

Duration: 2-5 hours

Materials: IOC Time Management Quiz	(Appendix 2a)
Finding the Balance	(Appendix 2b)
Organising Your Study for Sport Competition	(Appendix 2c)
Stop Procrastinating	(Appendix 2d)
Career Pathway Planning	(Appendix 1c)

Procedures and Assessment:

- I. Use the beginning 15-30 minutes to check in with the student-athlete – This helps administrator build a stronger rapport with the student-athlete and can help gauge how the student-athlete is doing emotionally with the idea of transition
 - a. How are things going academically?
 - b. How are things going athletically?
 - c. What classes do you like? What classes do you not like?
 - d. Are you getting along with your roommates?
 - e. How is your relationship with your teammates?
 - f. Other questions relevant to the specific athlete
- II. Explain to the student-athlete why time management is essential.
 - a. Time management skills are essential skills for effective elite athletes. Athletes who master these techniques routinely are the highest achievers, even under intense pressure, in all walks of life, from sport to business
- III. Facilitate a discussion with the student-athlete regarding what their current time management skills are in life
 - a. How do they deal with stress?
 - b. The first step is to identify and concentrate on the things that matter most; prioritizing ensures them that they achieve the greatest benefit possible with the limited amount of time available
 - i. What are the things that matter most right now?
- IV. Have student-athlete complete IOC Time Management Quiz
 - a. The purpose of this quiz is to help you understand how well you manage your time
 - b. Go over each answer with the student-athlete to ensure they fully understood the question

- i. Ask clarifying questions such as, “I see you answered rarely on ‘do you successfully prioritize your tasks,’ can you give me a time in your life when you have successfully prioritized?”
 - c. Score the quiz with the student-athlete
 - d. Have them read the second page
 - e. Make a copy of this document to give to the student-athlete. Administrator should keep another copy for record purposes
- V. Have the student-athlete complete “Finding the Balance” Activity
 - a. This activity helps student-athletes look ahead to plan their day, week, month, etc.
 - b. Allows student-athletes to prioritize their seven vital areas
 - c. Make a copy of this document to give to the student-athlete. Administrator should keep another copy for record purposes
- VI. Have student-athlete read “Organising Your Study For Sports Competitions” and “Stop Procrastinating”
 - a. Ask them if they have any questions
- VII. Have student-athlete review “Career Pathway Planning” Worksheet
 - a. Has anything changed?
 - b. Does this still hold true to you?
- VIII. Facilitate a discussion on how this session went
 - a. Do you think you will utilize the information you learned today?
 - b. How can you implement these tools?
 - c. Do you have any other questions or concerns at this time?

Semester Two Checklist

- ✓ IOC Time Management Quiz
- ✓ Finding the Balance
- ✓ Organising Your Study for Sport Competition
- ✓ Stop Procrastinating
- ✓ Career Pathway Planning



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TIME MANAGEMENT

What is the purpose of the following fact sheet?

The following fact sheet will help you to start to manage your time effectively and set goals.

Time management skills are essential skills for effective elite athletes. Athletes who master these techniques routinely are the highest achievers, even under intense pressure, in all walks of life, from sport to business.

Firstly it is important to identify and concentrate on the things that matter most. This ensures that you achieve the greatest benefit possible with the limited amount of time available to you.

How often do you find there's just never enough time in the day to get everything done, from training and practice to study and work or even for family and friends? When you know how to manage your time you gain control. Rather than busily working here, there and everywhere (and not getting much done anywhere), effective time management helps you to choose what to do and when.

Try this quick quiz

Instructions: For each question tick the column that most applies to you.

	Never	Rarely	Sometimes	Often	Always
Do you successfully prioritise your tasks?					
Do you complete tasks as soon as you can and not leave things to the last minute or need to ask for extensions?					
Do you plan, prioritise and make 'To Do' lists?					
Do you know how much time you spend on each task?					
Do you find yourself successfully dealing with unexpected interruptions?					
Do you set and regularly adjust your goal settings?					
Do you allocate ME time?					
Do you give the tasks a value of "important", "not important", "would be nice", etc.?					
When you are given an assessment item do you note the importance and weighting of the item and allocate time accordingly?					
Do you always get everything done?					
Are you happy with your time management?					
TOTAL					

Now add up the ticks in each of the columns. The answers and totals to the questions will now give you some insight into the areas where your time management skills may need attention.

To start managing time effectively, you need to set goals. When you know where you're going, you can then figure out what exactly needs to be done, in what order. Without proper goal setting, you will not make the most of your time and will be faced with conflicting priorities.

Athletes tend to neglect goal setting outside sport because it requires time and effort. What they fail to consider is that a little time and effort put in now saves an enormous amount of time, effort and frustration in the future.

Prioritising what needs to be done is especially important. Without it, you may work very hard, but you won't be achieving the results you desire because what you are working on is not of real importance.

Most athletes have a "to-do" list of some sort. The problem with many of these lists is they are just a collection of things that need to get done. There is no rhyme or reason to the list and, because of this, the work they do is just as unstructured. So how do you work on To Do List tasks – top down, bottom up, easiest to hardest?

To work efficiently you need to work on the most important, highest value tasks. This way you won't get caught scrambling to get something critical done as the deadline approaches.



IOC ATHLETE CAREER PROGRAMME

KEEPING IT TOGETHER WHEN THE PRESSURE INCREASES

What is the purpose of the following fact sheet?

When the pressure in life increases, we tend to let some things slip. At times, this happens without even noticing, things soon become major issues and everything starts to become too much.

Keeping things in balance - It is important as an elite athlete to look ahead and plan your day, week, month or year. It is also important to be positive and realistic about what you can achieve. It is also important to:

- Know your own capabilities and areas for further development
- Understand expectations and the benefits of teamwork, and
- See the people around you as helpers, guides or mentors.

We may not all agree that things need to be done the same way, that one way has more advantages than another, but what we can do is change the way we think and behave in response to our ever-changing environments.

This process starts with the active choice to take control of our lives, and identify what is important to us.

Activity 1

Finding the balance

Sport, career, education, money, health, family, friends and others, as well as, "Me" time are all important areas of the life of an athlete.

Instructions: Rate your current situation, in each of the seven vital areas, from 1 ("terrible") to 10 ("perfect"). After you have rated your current position in each area, highlight what is going well and what may need attention.

Example:

Sport	9	
Professional Career	2	Needs attention
Education	3	Needs attention
Money	2	Needs attention
Health	7	
Family & Friends	3	Needs attention
ME time	3	Needs attention

Now you have identified areas that may need attention, you can adjust your plan to change your balance.



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ORGANISING YOUR STUDY FOR SPORTS COMPETITIONS

What is the purpose of the following fact sheet?

It is important to plan and prepare for dealing with study commitments which clash with sporting competitions as early as possible.

As an elite athlete, you need to plan ahead and build relationships with all the people who may be able to assist you. This may include your coach, team manager, teacher, lecturer or family and friends, particularly in times of competition and travel for competitions during the term or semester. The following is an outline of the types of issue that need to be addressed when preparing for this.

Start early

As the term or semester starts, it is important that you have a clear understanding of your sporting commitments for the semester/year. Although this can change along the way, early preparation can ensure that you can have a clear picture of the type of support that you may require from your sport, teacher or lecturer.

Know your school or university commitments

As soon as your subjects/units/classes for the semester have been finalised, draw up your timetable and compare it with your sporting commitments. Some lecture and tutorial times may be offered at various times during the week, so ensure that you select the ones that are most preferable for your commitments. As there are often cut-off dates for signing up for lectures and tutorials, it is important that you get in as early as possible to ensure that you get the times you need in order to make your timetable work for you. Your sporting commitments should be available from your coach or team manager.

Identify clashes in times or busy times (hotspots)

If you are forced to miss lectures or classes as a result of your sporting commitments, it is important that you can still access all the information. This may include searching on-line options or podcasts for lecture or class notes, obtaining readings in advance of lectures or classes, or adopting a buddy system with someone in your lecture or class to get a copy of the notes. Planning and communication is the key to success.

Ensure that you are aware of expectations of tutorials in terms of participation and possible assessment tasks. Many tutorials have some assessment component attached to them, whether it is in the form of an attendance mark, participation mark, or regular assessment tasks. Ensure that you address these issues and identify alternative options that may be available to you, including: a change of assessment weighting, ability to miss a small number of tutorials, availability to complete assessment tasks early/late, etc.

With many sports, the busy time of the year quite often clashes with exam blocks and assignment tasks. It is important that you flag these issues and research alternative options available to you, which may include: sitting exams away from your school or university, changing dates for exams, changing dates for assignments, changing the weighting of these assessment pieces to others, etc.

Make contact early

Early contact with the lecturer/teachers will ensure that they are advised with a sufficient timeframe to make allowances or other arrangements for you. It is also important that you have thought through this process and try to identify some solutions, rather than just problems. By demonstrating that you have thought through the process, school or university staff will be much more likely to take a supportive role in your needs.

Seek assistance

Remember you have a support team to assist you. This is not only teachers and lecturers but also coaches, team managers, family and friends.

Maintain contact

Keeping in regular contact with your all your support team. This will help to build good relationships and allow your support team to assist. BE A GOOD COMMUNICATOR.



IOC ATHLETE CAREER PROGRAMME

STOP PROCRASTINATING

What is the purpose of the following fact sheet?

The following fact sheet will assist you to stay positive and set priorities. Time is always important to athletes; therefore it is very important to make the most of what time you have.

Have you ever said this?

- I'll wait until I'm in the mood.
- There's plenty of time to get it done.
- I don't know where to begin.
- I work better under pressure so I don't need to do it immediately.
- I've got too many things to do first.
- I'll do it when I get "around to it".

Some athletes believe they must turn in exemplary work, or may even wait until all available resources have been reviewed or endlessly rewrite draft after draft. Worrying about producing the perfect project could prevent you from finishing it on time. Some athletes will avoid the unpleasantness of having their skills put to the test, but the more you delay, the worse the discomforting problem becomes.

The following are a few tips to help you make the most of your time:

A good approach is to think:

- There's no time like the present.
- The sooner I get it done, the sooner I can do what I like.
- It's less painful to do it right now rather than wait until it gets worse.

It is important to:

- Set clear goals – Think what you need and want to get done.
- Stay positive – Jumping to negative conclusions will make a wall of fear and make it harder to start the tasks. Focus on the present and what positive steps you can take toward reaching your goals.
- Set priorities – Draw up a list, write down the things that need to be done and rate them in terms of importance. Break projects down to the smallest and most manageable sub-parts, worst first - Set a goal for the next five minutes to work - often you end up doing more than five minutes work because you get into the task and lose track of time. This is a great way to start something unpleasant.
- Get organised by listing the tasks of the day or week realistically, check off the tasks you have completed. Have all materials ready before you begin the task.
- Like sport, study requires commitment. It may help to write yourself a contract and sign it.
- **Reward yourself.**

Study Hints and Tips

- Do the hard stuff first.
- Break down work into chunks.
- Devise a plan.

Make sure you organise any technology needs (computer etc.) before you leave

- Enquire what service you will have for your computer while you are away.
- Corresponding with teachers/lecturers.
- Useful search engines.

Semester Three Lesson Plan

Audience: Student-Athletes at NCAA Institutions

Goal: To help student-athletes implement SMART Goals into their academic and athletic careers. Setting straightforward goals can emphasize what they want to happen; can give them direction; help with motivation; and increase satisfaction and self-confidence in performance. Student-athletes will learn that setting goals is another common trait learned through sport that many employers find desirable. By setting goals for their academic life and their future career life, student-athletes are practicing blending certain skills into their new identity.

Duration: 2-5 hours

Materials: IOC Goal Setting (Appendix 3a)
Career Pathway Planning (Appendix 1c)

Procedures and Assessment:

- I. Use the beginning 15-30 minutes to check in with the student-athlete – This helps administrator build a stronger rapport with the student-athlete and can help gauge how the student-athlete is doing emotionally with the idea of transition
 - a. How are things going academically?
 - b. How are things going athletically?
 - c. What classes do you like? What classes do you not like?
 - d. Are you getting along with your roommates?
 - e. How is your relationship with your teammates?
 - f. Other questions relevant to the specific athlete.
- II. Explain to student-athlete why goal setting is important
 - a. Setting goals can emphasize what they want to happen; can give them direction; help with motivation; and increase satisfaction and self-confidence in performance
- III. Begin going over the IOC Goal-Setting sheet with student-athlete
 - i. Explain how goals should be SMART
 1. Specific – clear and well defined
 2. Measurable – precise amounts, dates, etc.
 3. Action – must be something that can be put “into action”
 4. Realistic – must be attainable
 5. Time Limited – has a deadline
- IV. Begin setting sport, school, and future career goals with the student-athlete that follows the SMART guidelines
 - a. For example, a female basketball player may set a SMART goal to make 90% of her free throws for the season.
 - i. Specific – it is clear what she wants
 - ii. Measureable – she wants to make 90% of her free throws
 - iii. Action – she will practice until she reaches her goal (or set mini goals to achieve the bigger picture)
 - iv. Realistic – making 90% of her free throws is not outrageous
 - v. Time-Bound – by the end of the season
 - b. Assist student-athletes as they create their sport, school and future goals

- c. Make a copy of this document to give to the student-athlete. Administrator should keep another copy for record purposes as the goals will be reviewed in future sessions
- V. Have student-athlete review “Career Pathway Planning” Worksheet
 - a. Has anything changed?
 - b. Does this still hold true to you?
- VI. Facilitate a discussion on how this session went
 - a. Do you think you will utilize the information you learned today?
 - b. How can you implement these tools?
 - c. Do you have any other questions or concerns at this time?

Semester Three Checklist

- ✓ IOC Goal Setting
- ✓ Sport, Academic, and Career SMART Goals
- ✓ Career Pathway Planning



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GOAL-SETTING

What is the purpose of the following fact sheet?

Goal-setting is like a map – the big-picture goal is the destination, Goals should be straightforward and emphasise what you want to happen. Goal-setting will give you direction and help with your motivation, as well as increasing your satisfaction and self-confidence in your performance. The map will help you track your development towards reaching your full potential.

As an athlete, you will need to know where you are heading. A way to help you remember the make-up of effective goal-setting is to use SMART goals:

- **S**pecific
- **M**easurable
- **A**ction
- **R**ealistic
- **T**ime limited

Specific

Help us to focus our efforts and clearly define what we are going to do. Specific is the what, why, and how of your map.

The "what" section of your map is an outline of what you are going to do. When designing this section, use action words such as direct, organise, coordinate, lead, develop, plan, build etc.

The "why" section of your map covers why it is important for you to do this at this time. In simple terms, it is what do you want to ultimately accomplish.

The "how" section of the map is your plan of how you are going to do it. Ensure the goals you set are very specific, clear and easy. Instead of setting a goal to break a world record, set a specific goal to do a personal best on a number of occasions heading towards the record.

Measurable

If you can't measure it, you can't manage it. In the broadest sense, the whole map is a measure of what you would like to achieve; if the goal is accomplished, there will be success. However, it is beneficial to set measurable progress points along the way. Choose a goal with measurable progress, so you can see the change occur. Be specific! "I want to improve my personal best by the end of next month."

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to the continued effort required to reach your goals.

Action

When you identify the goals that are most important to you, you begin to figure out ways you can make them happen. You develop the attitudes, abilities and skills needed to reach them. You probably will not be able to commit to goals you set which are too far out of your reach. Although you may start with the best of intentions, the knowledge that it's too much for you means your subconscious will keep reminding you of this fact and will stop you from even giving it your best. A goal needs to stretch you slightly so you feel you can do it, and it will need a real commitment from you. The feeling of success which this brings helps you to remain motivated.

Realistic

Realistic, in your map, means “do-able.” It means that the learning curve is not a vertical slope and your plan includes all the factors that are needed to achieve your goal – including your progress goals (sometimes known as short-term goals).

Devise a map or a way of getting there which makes the goal realistic. The goal needs to be realistic for you and for where you are at the moment. A goal of being a world champion without the training, competition and hard work will not be realistic.

Be sure to set goals that you can attain with some effort! If they are too difficult, you set the stage for failure, but setting them too low sends the message that you aren't very capable. Set the bar high enough for a satisfying achievement!

Time limited

Set a timeframe for the goal: for next week, in three months, by the end of the competition season, etc. Putting an end point on your goal gives you a clear target to work towards. If you don't set a time, the commitment is too vague. It tends not to happen because you feel you can start at any time. Without a time limit, there's no urgency to start taking action now. Time must be measurable, attainable and realistic.

Everyone will benefit from setting goals both on and off the sporting arena.

Goal-setting tips:

- Write your goals down
- Set short-, medium- and long-term goals
- Set a combination of sport and life goals
- Visualise yourself achieving you goals
- Frequently review your goals
- Always reward yourself when you achieve a goal.

Semester Four Lesson Plan

Audience: Student-Athletes at NCAA Institutions

Goal: To help student-athletes create a resume that they can use to pursue careers or continued education. The purpose is to show student-athletes that skills they have learned by participating in athletics are transferrable into the workforce. The goal is for the student-athlete to create their own resume, not to have the administrator do it for them. Lesson four allows student-athletes to physically see that skills acquired during sports are going to transfer into their new identity, which allows for an easier blending identity and transition process.

Duration: 2-5 hours

Materials: IOC Resume Worksheet	(Appendix 4a)
Example Resume 1	(Appendix 4b)
Example Resume 2	(Appendix 4c)
Preparing for the Career Play	(Appendix 4d)
Putting On Your Uniform	(Appendix 4e)
Career Pathway Planning	(Appendix 1c)
Goals set by athlete in semester 3	

Procedures and Assessment:

- I. Use the beginning 15-30 minutes to check in with the student-athlete – This helps administrator build a stronger rapport with the student-athlete and can help gauge how the student-athlete is doing emotionally with the idea of transition
 - a. How are things going academically?
 - b. How are things going athletically?
 - c. What classes do you like? What classes do you not like?
 - d. Are you getting along with your roommates?
 - e. How is your relationship with your teammates?
 - f. Other questions relevant to the specific athlete.
- II. Ask student-athlete if they have a resume
 - a. What is on it?
 - b. Are you happy with it?
 - c. Is there anything you would like to add to it?
- III. Begin going over the IOC Resume Worksheet with student-athlete
 - a. Why are resumes important?
 - i. It is a snapshot of who they are; what they have done; and where they want to go.
 - b. Any question on this?
- IV. Have student-athlete review example resumes
 - a. These are from student-athletes with a lot or limited job experience
 - i. Do you relate to this?
 - ii. What do you like about these resumes?
 - iii. What do you not like?
 - iv. Is there any thing you would like to add to yours?
 - v. Which ones relate most to your future career?
- V. Go over the Putting On Your Uniform worksheet with the student-athlete

- a. These are skills to include in resumes, cover letters, thank you letters and can even be used in interviews
 - i. Which of these apply to you?
 - ii. Which of these can you put onto your resume?
- b. The Verb List can be helpful for the “skills” section of resumes
 - i. Which of these apply to you?
 - ii. Which of these can you put onto your resume?
- VI. The end product of the day should be a completed, up-to-date resume
- VII. Have student-athlete review “Career Pathway Planning” Worksheet
 - a. Has anything changed?
 - b. Does this still hold true to you?
- VIII. Review Goals from semester 3
 - a. Has anything changed?
 - b. Does this still hold true to you?
- IX. Facilitate a discussion on how this session went
 - a. Do you think you will utilize the information you learned today?
 - b. How can you implement these tools?
 - c. Do you have any other questions or concerns at this time?

Semester Four Checklist

- ✓ IOC Resume Worksheet
- ✓ Completed Athlete Resume
- ✓ Career Pathway Planning



INTERNATIONAL
OLYMPIC
COMMITTEE

IOC ATHLETE CAREER PROGRAMME YOUR CV (RÉSUMÉ) IS A SNAPSHOT OF WHO YOU ARE AND CAN BE! DOES YOUR CV REPRESENT YOU WELL IN THE EYES OF OTHERS?

What is the purpose of the following fact sheet?

A CV (résumé) is a snapshot of who you are; what you've done; and where you want to go. The structure of CVs differs around the world, and a structure that is typical in some regions and countries can be very different from structures in other countries or regions. There are, however, common attributes elite athletes that may want to consider when drafting their CV. What is typical for many athletes is that their backgrounds are different and the content of their résumé is different. However, as an athlete, do not take the easy perspective and look at what is missing: look also at what made you special on the field of play and assess its usefulness in the labour market.

It is important that you research local examples of CVs to determine the appropriate local structure. Reflect on your strengths and skills that made you successful in sport, and translate these into what is important to an employer on your CV. Recognise gaps in your CV that will keep you from recognising your goals and implement a plan to position yourself to launch your next career. Below are some tips to consider in developing the content of your CV.

- 1) You will be judged on the quality of your CV, so make sure there are no errors! Proofread your final CV and have other people proofread it for you and give you their opinion and feedback. Your friends, family and fellow athletes can provide excellent feedback for you to consider before you provide your CV to a third party/potential employer.
- 2) Be consistent from the beginning to the end of your CV.
- 3) Be clear and concise. You will want to include important information on who you are, while at the same time you do not want to share your life story. Make sure the résumé reflects the value of who you are and who you can be in the labour market.
- 4) Provide information on who you are as an athlete. Include how your skills and characteristics you used to become an elite athlete can translate from the field of play into the business world.
- 5) Accomplishments reflect what you have done and can do. Include accomplishments that will support your objective in your career. Some people may not recognise how your accomplishments on the field of play translate to business. Reflect on a few accomplishments and include them with the skills required to succeed.
- 6) Obtain feedback. Sometimes feedback can be hard to accept, but as an athlete that is one thing that has made you great on the field of play. You are coached by experts and you know how to accept what is needed for you to win. Do the same in the development of your CV. Share drafts with people who are experienced in your chosen career direction, and ask for honest and direct feedback. You want people who will help you achieve your desired goals in business just as you have in sport, and the earlier you obtain help the more success you can achieve.
- 7) If there are gaps in your résumé that will not allow you achieve your career, the earlier you know about these, the sooner you can fill the gaps or reset your career direction.

Your CV (resume) is a snapshot of who you are and can be! Does your CV represent you well in

the eyes of others? (2010). In *Olympic.org*. Retrieved April 8, 2016, from

http://www.olympic.org/Documents/Elite_Athletes/WRITE_AND_DEVELOP_YOUR_CV.pdf

http://www.olympic.org/Documents/Elite_Athletes/STOP_PROCRASTINATING.pdf

G.pdf

Jerry Bulldogjerrybulldog@csufresno.edu

Local Address:
1000 Bulldog Lane, Apt 205
Fresno, CA 93740
(559) 353-2222

Permanent Address:
2564 North Sunrise Ave
Los Angeles, CA 90024
(310) 333-4555

- PROFILE** Highly creative individual with extensive leadership experience seeking a n internship in the field of accounting. Strengths include:
- Self-motivated and able to take on new challenges
 - Dynamic leader, communicates well in a team
 - Strong time management and multi-task skills
- EDUCATION** California State University, Fresno
Bachelor of Science in Business Administration
Option: Accounting, May 2009
- COURSEWORK** Beginning and Intermediate Accounting, Managerial Accounting, Cost Accounting, Auditing and Accounting for Governmental and Nonprofit Organizations
- RELATED PROJECTS** California State University, Fresno, Fresno, CA
Nonprofit Accounting Analysis, Fall 2008
- Project Description: Worked with 5 other classmates for a local non-profit firm to develop an accounting system that would help track costs
 - Accomplishments: Created an effective database system for the company to more efficiently account for certain costs
- Auditing Analysis**, Fall 2008
- Project Description: Worked with 2 other classmates for Morgan Stanley to develop an easy to follow checklist of auditing items
 - Accomplishments: Created an effective database system for the company to more efficiently account for certain costs
- LEADERSHIP EXPERIENCE** Fresno State Athlete Advisory Committee, Fresno, CA
President, Jun 2002 – Present
- Coordinated on-campus NCAA Diversity Workshop
 - Contributed to newsletter for student-athletes
- Fresno State Football Team (NCAA Division I), Fresno, CA
Quarterback, Aug 2007 – Jun 2008
- Full Varsity scholarship recipient
- COMMUNITY SERVICE PROJECTS** Coach Hoover's Basketball Camp, Fresno, CA
Summer Basketball Coach, May 2005 – Present
- Teach fundamentals of basketball to young children
- HONORS/ AWARDS**
- Most Valuable Player (Fresno State Football Team), 2008
 - Academic Medal of Honor (NCAA Division I Student Athlete), 2007
 - Sportsmanship Award Recipient (NCAA Division I), 2006

SAMPLE RESUME 2 (Student Athlete – some work experience) □ Fresno State □ Career Services**Jenny C. Bulldog**

1000 Bulldog Lane, Apt 205

(559) 353-2222

Fresno, CA 93740

jennybulldog@csufresno.edu**OBJECTIVE**

Seeking an exercise physiology position in a health and wellness facility

SUMMARY OF QUALIFICATIONS

- Student athlete who devoted an average of 30 hours per week to training, practices, meetings, travel, and game competition while completing a Kinesiology and English degrees
- Quickly and accurately identify the key issues when making a decision or solving a problem
- Use computer software to prepare reports, graphs, brochures and to conduct research

EDUCATION**Bachelor of Science in Kinesiology; minor in English** (May 2010)

California State University, Fresno

Emphasis: Preventative and Rehabilitative Exercise Science

Overall GPA: 3.2 Major GPA: 3.4

Relevant Coursework:**Cardiopulmonary Disease and Rehabilitation**

- Development and administration of programs focusing on prevention, etiology, basic pathophysiology, physicians' diagnoses and the role of the exercise specialist in a clinical setting

Exercise Programming for Adult Populations

- Study of exercise limitations, responses and adaptations

Exercise Gerontology

- Examination of characteristics, physical responses and adaptations to exercise in older adults

Physical Fitness Programming

- Program design, orientation, implementation and administration

Stress Testing

- Procedures for graded exercise testing for diagnostic and functional assessment

Fitness Program Management

- Investigation of managerial roles and skills and effects on interpersonal, group and organizational relationships

RELATED EXPERIENCE**Physical Fitness Trainer**, 24-hour Fitness, Visalia, CA (Summers 2006-2008)

- Constructed a 16-week exercise program focusing on flexibility, balance and stability
- Trained two adults working independently with each for two hours a week
- Completed an end-of-the-year fitness assessment of Center residents
- Supported personal growth of residents through informal conversations and encouragement

Intern, Community Service Coordinator, Fresno State Kinesiology Program, Fresno, CA (Summer 2007)

- Developed and coordinated community service events, such as presentations at area schools and visits to nursing homes, for student athletes
- Planned life skills workshops on gambling, drugs and alcohol and career planning
- Organized social events such as barbecues and luncheons to promote positive interaction

CERTIFICATIONS

- CPR for Adult and Child, American Red Cross
- First Aid for Adult and Children, American Red Cross

INTERCOLLEGIATE ATHLETICS**Division I Women's Volleyball Team**, Fresno State, Fresno, CA (August 2006-Present)

- Received full athletic scholarship
- Team Captain: 2007 – present
- Gained valuable leadership and team-building experience

Preparing for the Career Play

Section 3: Transferable Skills

In addition to the skills you have gained as an athlete, you have also gained many valuable skills and knowledge from your education, community service and athletic experience. These skills are some of the "transferable skills" that will help you build a great resume and market yourself well in the next interview. Below is a list of "transferable skills" you should evaluate to help you identify your strengths and potential value (place a check next to the ones that apply to you):

Planning and Organizational Skills

- ☐ Meet deadlines and manage time effectively
- ☐ Work under time and environmental pressures
- ☐ Successfully juggle multiple demands (school and work)
- ☐ Identify and prioritize things to be accomplished
- ☐ Assess needs
- ☐ Develop goals for self and/or an organization
- ☐ Work effectively with organization members
- ☐ Follow up with others to evaluate progress of tasks
- ☐ Stick to a difficult endeavor and see it through to completion (4 years of college)

Critical Thinking Skills

Critical Thinking Skills

- ☐ Quickly and accurately identify the key issues when making a decision or solving a problem
- ☐ Identify general principles that explain data or human behavior
- ☐ Examine assumptions underlying analyses or conclusions
- ☐ Recognize interrelationships in information obtained from diverse sources
- ☐ Use facts to judge validity of theories
- ☐ Create innovative solutions to complex problems
- ☐ Critically evaluate theories and research and apply the results to solve problems

Human Relations and Interpersonal Skills

- ☐ Maintain group cooperation and support
- ☐ Keep a group on track when working towards a goal
- ☐ Interact and work effectively with peers, superiors and subordinates
- ☐ Interact with and appreciate people from diverse cultural, social, ethnic and religious backgrounds
- ☐ Communicate effectively and sensitively in both individual and group situations
- ☐ Teach a skill, concept or principle to others
- ☐ Leadership skills
- ☐ Demonstrate effective social behavior in a variety of settings and circumstances
- ☐ Effectively collaborate with others to complete projects or reach goals
- ☐ Delegate tasks and responsibilities
- ☐ Ability to work on a team and diverse assignments

Preparing for the Career Play

Section 3: Related Transferable Skills (Continued)

Oral and Written Communication Skills

- ☐ Organize and present ideas effectively for formal and spontaneous speeches
- ☐ Effectively participate in group discussions and brainstorm ideas
- ☐ Debate issues while respecting the opinions of others
- ☐ Read and condense large amounts of material
- ☐ Write reports clearly, grammatically, concisely, objectively, convincingly and in appropriate format
- ☐ Write and speak effectively in a foreign language
- ☐ Delivered verbal presentations clearly and persuasively
- ☐ Express and defend ideas in a clear, objective, non-dogmatic manner
- ☐ Effectively utilize campus resources for public relations
- ☐ Use various media to present ideas effectively and/or imaginatively
- ☐ Possess courteous telephone skills

Research and Investigation Skills

- ☐ Use a variety of sources of information to research problems or answers to questions
- ☐ Conduct literature search on _____.
- ☐ Develop a new research question(s)
- ☐ Apply a variety of research methods to test the validity of data
- ☐ Design and experiment, plan or model that systematically defines a problem
- ☐ Construct, administer and interpret questionnaires or surveys
- ☐ Ethically recruit and treat research subjects
- ☐ Select appropriate statistical tests for the analysis of research
- ☐ Analyze and interpret statistical data
- ☐ Use computers or laboratory equipment to assist with research
- ☐ Select, administer, score, and interpret various psychological tests or assessments
- ☐ Deal effectively with financial, temporal, and personnel constraints on research

Computer Skills

- ☐ Use computer software to prepare reports, graphs, brochures, etc and to conduct research
- ☐ Internet research and e-mail skills
- ☐ Computer programming skills
- ☐ Webpage and website design skills

Personal Skills

- ☐ Define and explain ethical behavior and practice it in difficult situations
- ☐ Take initiative in job related duties
- ☐ Tolerance for stress and ambiguity
- ☐ Demonstrate flexibility and ability to handle change
- ☐ Recognize the value of life long learning and seeks professional development opportunities
- ☐ Identify personal values and apply them when making decisions
- ☐ Ability & motivation to develop knowledge and skills in expanding job responsibilities

Source: Marquette University (http://www.marquette.edu/cso/students/documents/TransferableSkills_UP96_000.pdf)

Source: Fresno State Career Services
Rev. 1/26/2009

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Putting on Your Uniform

Part 3: Putting on Your Uniform

Section 1: Characteristics Employers Seek in Candidates

Just as you invest countless hours preparing for your next game by practicing and putting on your uniform, the same is true for successful job searching. You need to put on your career uniform to compete in the job world and to do well in your next interview. This career uniform includes your resume, cover letters, thank you letters and sharpening your skills in interviewing and job searching methods. Before you begin preparing these items, review the following areas employers seek in potential hires:

Communication Skills that demonstrate solid verbal, written, and listening abilities. The capstone is presentation skills that include the ability to respond to questions and seriously critique presentation materials.

Computer/Technical Aptitude based on the level required for the position being filled. Computer ability is now perceived as a core skill; right up there with reading, writing and mathematics. Basic skills expected include word processing (Word), a spreadsheet application (Access or Excel) and a presentation application (PowerPoint). Skills in web design (HTML, Front page, Dream Weaver) or design programs (PageMaker, Illustrator, Printshop, Photoshop) are a plus.

Leadership involves the ability to take charge or relinquish control according to the needs of the organization. This is closely aligned with possessing **management** abilities.

Teamwork involves working cooperatively and collaboratively with different people while maintaining autonomous control over some projects. This is an especially appealing quality possessed by most student-athletes.

Interpersonal Abilities that allow a person to relate to others, inspire others to participate, or mitigate conflict between co-workers.

Critical Thinking and Problem Solving involves the ability to identify problems and their solutions by integrating information from a variety of sources and effectively weigh alternatives.

Additional Personal Traits. The shape of the above competencies are molded by a combination of personal traits. Specifically, candidates need to demonstrate intelligence and common sense; willingness to learn quickly and continuously; initiative and motivation; the ability to be flexible and adaptable in order to handle change and ambiguity; honesty and integrity; and the ability to plan and organize multiple tasks.

One quality that most student-athletes have in excess is a **strong work ethic**. You should convey in resumes, letters, and interview, just how **hard working** you have been while playing on a team and attending college full-time.

Source: Northern Illinois University (<http://www.niu.edu/careerservices/guides/AthleteGuide.pdf>)

Source: Fresno State Career Services
Rev. 3/26/2009

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Putting on Your Uniform

Section 2: Resumes/Cover Letters/Interviewing/Job Resources

As student athletes, there are many qualities you possess that you need to help employers see. Your resume will need to market your best traits. Also in your resume, it would be advantageous for you to include a "Summary of Qualifications". This will help you highlight your key skills and the transferable skills you have gained as a student athlete. Below are some examples to include in the "Summary of Qualifications" part of your resume.

Examples:

- Hard working team player with excellent leadership and technical skills. I will apply the same degree of diligence and dedication to a career in Sales that has allowed me to maintain good grades while devoting an average of 25 hours per week training and playing for a Division I women's volleyball team.
- Student-athlete who devoted an average of 30 hours per week to training, practices, meetings, travel, and game competition while completing a challenging Psychology degree.
- A student-athlete who has excelled in Division I athletics while completing a challenging Economics curriculum in four years. Demonstrated leadership; teamwork, motivational and time management skills that I intend to apply to a career in Management.
- Student-athlete who devoted approximately 25-30 hours per week to training, conditioning, studying playbooks, meetings, travel, and games while attending Northern Illinois University on a full-time basis.
- A student athlete who achieved academic success in a challenging Business Administration program while excelling in Division I athletics. Demonstrated leadership, teamwork and time management skills that I intend to apply to my position as a Retail Management Trainee."

Source: Northern Illinois University (<http://www.niu.edu/careerservices/guides/AthleteGuide.pdf>)

For information about resume writing and a tool to help you create a resume, please visit our Fresno State Career Services website at: www.csufresno.edu/careers. Then click on "Students" and "Job Search Preparation" to access the resume site and sample resumes. You will also find information about cover letters, interviewing, job search websites, informational interviewing and networking.

If you would like to see more resume samples, cover letters, information about interviewing and other useful job resource articles you may visit: www.jobweb.com. Highlight the "Students" tab, then highlight "Resumes and Interviews" and you can click on the appropriate tab of interest. You can also make an appointment with a career counselor at Fresno State by calling: (559) 278-2381.

Putting on Your Uniform

Part 3: Putting on Your Uniform

Section 1: Characteristics Employers Seek in Candidates

Just as you invest countless hours preparing for your next game by practicing and putting on your uniform, the same is true for successful job searching. You need to put on your career uniform to compete in the job world and to do well in your next interview. This career uniform includes your resume, cover letters, thank you letters and sharpening your skills in interviewing and job searching methods. Before you begin preparing these items, review the following areas employers seek in potential hires:

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Interpersonal Abilities that allow a person to relate to others, inspire others to participate, or mitigate conflict between co-workers.

Critical Thinking and Problem Solving involves the ability to identify problems and their solutions by integrating information from a variety of sources and effectively weigh alternatives.

Additional Personal Traits. The shape of the above competencies are molded by a combination of personal traits. Specifically, candidates need to demonstrate intelligence and common sense; willingness to learn quickly and continuously; initiative and motivation; the ability to be flexible and adaptable in order to handle change and ambiguity; honesty and integrity; and the ability to plan and organize multiple tasks.

One quality that most student-athletes have in excess is a **strong work ethic**. You should convey in resumes, letters, and interview, just how **hard working** you have been while playing on a team and attending college full-time.

Source: Northern Illinois University (<https://www.niu.edu/careerservices/guides/AthleteGuide.pdf>)

Source: Fresno State Career Services
Rev. 1/26/2009

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Putting on Your Uniform

Section 3: Action Words

Verb List for Resumes					
Action Words Clustered by Skills					
Writing an effective resume explains that you use action or vigorous verbs to present your skills and achievements. The following will help you think about your skills in functional clusters.					
Management Skills			Teaching Skills		
Developed	Administered	Delegated	Communicated	Tutored	Developed
Organized	Produced	Fund	Rehearsed	Established	Lectured
Supervised	Reviewed	Evaluated	Encouraged	Monitored	Supervised
Assigned	Planned	Contracted	Coached	Managed	Improved
Coordinated	Forecasted	Controlled	Clarified	Influenced	Interacted
Prioritized	Scheduled	Determined	Evaluated	Informed	Trained
Handled	Directed	Recommended	Adapted	Taught	Conducted
Analyzed			Prepared	Instructed	Researched
			Authored	Initiated	Wrote
			Coordinated		
Financial Skills			Research Skills		
Calculated	Appraised	Maintained books	Clarified	Interpreted	Examined
Computed	Allocated	Documented	Interviewed	Isolated	Reviewed
Planned	Administered	Analyzed	Inspected	Decided	Evaluated
Managed	Developed	Initiated	Synthesized	Recognized	Perceived
Budgeted	Solved	Prepared	Diagnosed	problems	Wrote
Audited			Organized	Surveyed	Extrapolated
			Critiqued	Investigated	Extracted
			Collected	Gathered	
Detailed Skills			Creative Skills		
Approved	Implemented	Operated	Innovated	Directed	Integrated
Validated	Arranged	Recorded	Created	Acted	Fashioned
Retained	Collected	Processed	Planned	Published	Wrote
Executed	Systemized	Compiled	Conceptualized	Developed	Performed
Dispatched	Inspected	Researched	Abstracted	Designed	Produced
Responded	Classified	Reviewed	Shaped	Synthesized	Illustrated
Communication Skills			Helping Skills		
Influenced	Obtained	Adapted	Listened	Interviewed	Evaluated
Helped	Interpreted	Mediated	Intervened	Demonstrated	Performed
Led	Motivated	Merged	Motivated	Collaborated	Implemented
Sold	Persuaded	Wrote	Advised	Administered	Treated
Recruited	Directed	Enlisted	Facilitated	Provided	Mediated
Negotiated	Reasoned	Spoke	Analyzed	Counseled	Acted as a liaison
Arranged	Developed	Reconciled	Coordinated	Referred	Assessed
Created			Led	Spoke	Negotiated
			Diagnosed	Directed	Developed
			Conducted	Clarified	
Manual Skills					
Operated	Drove	Shipped			
Controlled	Cut	Drilled			
Assembled	Mixed	Handled			
Set Up	Lifted	Converted			
Round	Pulled	Designed			

Source: Fresno State Career Services
Rev. 1/26/2009

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Semester Five Lesson Plan

Audience: Student-Athletes at NCAA Institutions

Goal: To help student-athletes begin their transition out of sport. Student-athletes will also receive financial education. Learning financial education while the student-athlete is still in college is one way to provide education while they are still a student-athlete, which will allow for an easier transition and will better able them to blend their identities.

Duration: 2-5 hours

Materials: Goals Worksheet	(Appendix 5a)
Net Worth Worksheet	(Appendix 5b)
Budget Worksheet	(Appendix 5c)
Playbook for Life	
Career Pathway Planning	(Appendix 1c)
Goals set by athlete in semester 3	

Procedures and Assessment:

- I. Use the beginning 15-30 minutes to check in with the student-athlete – This helps administrator continue to build rapport with the student-athlete and can help administer gauge an idea of how the student-athlete is doing emotionally
 - a. How are things going academically?
 - b. How are things going athletically?
 - c. What classes do you like? What classes do you not like?
 - d. Are you getting along with your roommates?
 - e. How is your relationship with your teammates?
 - f. Other questions relevant to the specific athlete.
- II. Assist student-athlete as they fill out their Goals worksheet
 - a. An example of this could be paying off a student loan.
 - i. They may contribute \$200 per month
 - ii. For a total of \$2000
 - iii. And want to accomplish it by a certain date
 - b. Short-term goals are anything under a year
 - c. Long-term goals are anything over a year
- III. Have student-athlete complete the Net Worth worksheet
 - a. Student-athlete does not need to show you this as it is private information
 - b. Have them complete the assets and liability section to see what their overall net worth is
 - c. This teaches them the concept of how valuable money is
- IV. Explain budgeting and have student-athlete complete the Budget Worksheet
 - a. This will teach them how much money needs to go towards each aspect of life
 - b. It is a good tool to show how much of their money goes towards what
 - c. It teaches prioritizing
- V. Give student-athlete a copy of the Playbook for Life
 - a. They do not need to read it, but it could be a helpful tool for them to have
 - b. It is up to the administrator on whether or not they would like to go over the Playbook with the athlete

- c. The Playbook can be found at:
<https://www.fairmontstate.edu/finaid/sites/default/files/playbookforlife.pdf>
- VI. Have student-athlete review “Career Pathway Planning” Worksheet
 - a. Has anything changed?
 - b. Does this still hold true to you?
- VII. Review Goals from semester 3
 - a. Has anything changed?
 - b. Does this still hold true to you?
- VIII. Facilitate a discussion on how this session went
 - a. Do you think you will utilize the information you learned today?
 - b. How can you implement these tools?
 - c. Do you have any other questions or concerns at this time?

Semester Five Checklist

- ✓ Goals Worksheet
- ✓ Net Worth Worksheet
- ✓ Budget Worksheet
- ✓ Playbook for Life

Goals Worksheet

Short-Term Goals			
Goal	Monthly Contribution	Amount Needed	Date Accomplished
Long-Term Goals			
Goal	Monthly Contribution	Amount Needed	Date Accomplished

Net Worth Worksheet

Assets (what you own)	Value	
Cash	\$	
Checking Account	\$	
Savings	\$	
Certificates of Deposit (CDs)	\$	
Retirement Accounts	\$	
Mutual Funds	\$	
Stocks	\$	
Bonds	\$	
Real Estate (Own)	\$	
Automobile	\$	
Personal Property (Electronics, Jewelry, Furniture, etc.)	\$	
Cash Value Life Insurance	\$	
Subtotal	\$	
Liabilities (what you owe)	Value	
Student Loans	\$	
Credit Card Balances	\$	
Auto Loans	\$	
Other Loans	\$	
Mortgage Balance	\$	
Other	\$	
Subtotal	\$	
To find your total net worth , just subtract your liabilities from your assets.	Total Assets	\$
	Total Liabilities	- \$
	Total Net Worth	\$

Note: If you own a home or real estate and have a mortgage, count the value of the property if you were to sell it as an asset, and the balance you owe as a liability. So if you own a condo that would sell for \$150,000 and you paid a down payment of \$30,000, and have a \$120,000 mortgage, you have a \$150,000 asset and a \$120,000 liability. This ultimately translates to \$30,000 in equity.

Budget Worksheet

Expense	Monthly	Yearly
Housing		
Rent/Mortgage	\$	\$
Electric	\$	\$
Telephone/Cell Phone	\$	\$
Water	\$	\$
Heat (Oil/Gas)	\$	\$
TV (Cable/Satellite)	\$	\$
Internet Access	\$	\$
Furniture/Electronics	\$	\$
Condo Fees/Maintenance	\$	\$
Transportation		
Auto (Loan/Lease)	\$	\$
Gas	\$	\$
Repairs & Maintenance	\$	\$
License/Registration	\$	\$
Parking & Tolls	\$	\$
Public Transportation	\$	\$
Food		
Groceries/Household	\$	\$
Dining Out	\$	\$
Lunch	\$	\$
Healthcare		
Medical (Co-Payments)	\$	\$
Dental	\$	\$
Medications	\$	\$
Personal		
Clothing/Jewelry	\$	\$
Laundry/Dry Cleaning	\$	\$
Haircuts/Makeup	\$	\$
Health Club/Memberships	\$	\$

Expense	Monthly	Yearly
Insurance		
Health Insurance	\$	\$
Auto Insurance	\$	\$
Home/Rent Insurance	\$	\$
Life Insurance	\$	\$
Recreation/Entertainment		
Movies/Concerts/Shows	\$	\$
Magazines/Books/Music/DVDs	\$	\$
Nightlife/Other Activities	\$	\$
Pets/Pet Care	\$	\$
Hobbies	\$	\$
Vacations	\$	\$
Savings		
Savings	\$	\$
Retirement Contributions	\$	\$
Other		
Education/Tuition	\$	\$
Student Loans	\$	\$
Other Loans	\$	\$
Gifts	\$	\$
Charity/Donations	\$	\$
Childcare	\$	\$
Taxes		
Social Security	\$	\$
Property/Auto	\$	\$
Real Estate	\$	\$
State	\$	\$
Federal	\$	\$
Total Expenses	\$	\$

Semester Six Lesson Plan

Audience: Student-Athletes at NCAA Institutions

Goal: To help student-athlete begin their transition out of sport. The purpose of these final semesters is to focus on the well-being of the student-athlete and allow them to discuss their fears, expectations, and excitements for their future. Much of the transition counseling this semester will focus on the different roles the student-athlete currently plays and facilitating discussions on letting go of certain roles, accepting new ones and what it means to blend roles and identities.

Duration: 2-5 hours

Materials: Career Pathway Planning
Goals set by athlete in semester 3

(Appendix 1c)

Procedures and Assessment:

- I. Use the beginning 60-90 minutes to check in with the student-athlete – This helps administrator build a stronger rapport with the student-athlete and can help gauge how the student-athlete is doing emotionally with the idea of transition
 - a. How are things going academically?
 - b. How are things going athletically?
 - c. What classes do you like? What classes do you not like?
 - d. Are you getting along with your roommates?
 - e. How is your relationship with your teammates?
 - f. How do you feel as you enter your final seasons?
 - g. What thoughts come up for you as your collegiate career comes to an end?
 - h. What is your plan when your sport is over?
 - i. What will life be like for you when your sport is over?
 - j. What has been the best part for you so far as a student-athlete?
 - k. Other questions relevant to the specific athlete
- II. Ask the student-athlete to re-write down all of the roles they currently play in life
 - a. Example answers should include: athlete, student, son/daughter, brother/sister, friend, teammate, etc.
 - b. Ask the student-athlete to rank each of their roles from most to least importance
 - i. Make note of any changes
 - c. Facilitate a discussion with the student-athlete regarding why understanding and prioritizing roles is important
 - d. Ask the student-athlete if any of these roles overlap and have them circle the ones that do
 - i. Ask the student-athlete how these roles overlap and what they think about the overlap
 - e. Ask the student-athlete if their roles have changed or if the overall ranking of the roles have changed
 - i. What has caused this change?
 - ii. How do you feel about this change?
 - iii. Are there any roles you can let go of?
 - iv. Are there any roles you are not ready to let go of?

- v. Which role are you most afraid of losing?
 - 1. Why?
 - vi. What would your life look like if you lost a certain role?
 - vii. What will your life be like without athletics?
 - viii. What does it mean to you to not be an athlete?
 - ix. What does it mean to you to not be a part of a team?
 - x. Other questions specific to roles
- III. Have student-athlete review “Career Pathway Planning” Worksheet
 - a. Has anything changed?
 - b. Does this still hold true to you?
- IV. Review Goals from semester 3
 - a. Has anything changed?
 - b. Does this still hold true to you?
- V. Facilitate a discussion on how this session went
 - a. Do you think you will utilize the information you learned today?
 - b. How can you implement these tools?

Semester Seven Lesson Plan

Audience: Student-Athletes at NCAA Institutions

Goal: To help student-athlete begin their transition out of sport. The purpose of these final semesters is to focus on the well-being of the student-athlete, allow them to gain experience, and help them seek out and apply for jobs. Much of the transition counseling will focus on the concept of beginning to let go certain aspects of their athletic identity and blend the remainder with their new identity.

Duration: 2-5 hours

Materials: Career Pathway Planning
Goals set by athlete in semester 3

(Appendix 1c)

Procedures and Assessment:

- I. Use the beginning 60-90 minutes to check in with the student-athlete – This helps administrator build a stronger rapport with the student-athlete and can help gauge how the student-athlete is doing emotionally with the idea of transition
 - a. How are things going academically?
 - b. How are things going athletically?
 - c. What classes do you like? What classes do you not like?
 - d. Are you getting along with your roommates?
 - e. How is your relationship with your teammates?
 - f. How do you feel as you enter your final seasons?
 - g. What thoughts come up for you as your collegiate career comes to an end?
 - h. What is your plan when your sport is over?
 - i. What will life be like for you when your sport is over?
 - j. What has been the best part for you so far as a student-athlete?
 - k. Other questions relevant to the specific athlete
- II. Begin doing research with the student-athlete in regards to a future career
 - a. Search Craigslist; websites; etc.
 - b. Help them find a job
 - i. Implement their resume
 - ii. Practice interview skills
 - iii. Etc.
- III. Have student-athlete review “Career Pathway Planning” Worksheet
 - a. Has anything changed?
 - b. Does this still hold true to you?
- IV. Review Goals from semester 3
 - a. Has anything changed?
 - b. Does this still hold true to you?
- V. Facilitate a discussion on how this session went
 - a. Do you think you will utilize the information you learned today?
 - b. How can you implement these tools?
 - c. Offer to write the student-athlete a letter of recommendation for future careers or higher education.

Semester Eight Lesson Plan

Audience: Student-Athletes at NCAA Institutions

Goal: To help student-athlete begin their transition out of sport. The purpose of these final semesters is to focus on the well-being of the student-athlete, allow them to gain experience, and help them seek out and apply for jobs. Semester eight will include a conversation on what it means to blend identities.

Duration: 2-5 hours

Materials: Career Pathway Planning (Appendix 1c)
Goals set by athlete in semester 3

Procedures and Assessment:

- I. Use the beginning 60-90 minutes to check in with the student-athlete – This helps administrator build a stronger rapport with the student-athlete and can help gauge how the student-athlete is doing emotionally with the idea of transition
 - a. How are things going academically?
 - b. How are things going athletically?
 - c. What classes do you like? What classes do you not like?
 - d. Are you getting along with your roommates?
 - e. How is your relationship with your teammates?
 - f. How do you feel as you enter your final seasons?
 - g. What thoughts come up for you as your collegiate career comes to an end?
 - h. What is your plan when your sport is over?
 - i. What will life be like for you when your sport is over?
 - j. What has been the best part for you so far as a student-athlete?
 - k. Other questions relevant to the specific athlete
- II. Have student-athlete review “Career Pathway Planning” Worksheet
 - a. Has anything changed?
 - b. Does this still hold true to you?
- III. Review Goals from semester 3
 - a. Has anything changed?
 - b. Does this still hold true to you?
- IV. Facilitate a discussion on how this session went
 - a. Do you think you will utilize the information you learned today?
 - b. How can you implement these tools?
- V. During the final session, facilitate a discussion in which the student-athlete can give you feedback regarding their experience in the Not Only An Athlete Workshop
 - a. What did you like?
 - b. What did you not like?
 - i. What would you change about it?
 - c. What did you find useful?
 - i. What skills from this workshop have you used?
 - d. Ensure that the student-athlete is aware that you are on their side and have their best intentions at heart

- i. Offer to write them a letter of recommendation
- ii. Ask how you can help them
- iii. Let them know that you are a resource for them if need be

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